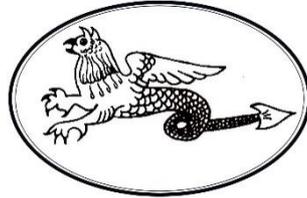


Wherwell Primary School Relationship and Sex Education Policy



“Let’s love to learn and thrive together.”

Date Approved	Approved by	Review date
February 2025	FGB	February 2026

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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

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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Wherwell Primary, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group 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/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE 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/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

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 RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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
- In Year 6 there are lessons relating to Sex Education in which children learn 'How babies are made'.
Parents have the right to withdraw their children from this learning.

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE

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

All class teachers and the Headteacher is responsible for teaching RSE.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

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

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development 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 RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the Head teacher through: planning scrutinies, learning walks, pupil interviews etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher and Governors annually. At every review, the policy will be approved by the governing board

Appendix 1: Curriculum map

Relationships and sex education curriculum map

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RELATIONSHIPS & HEALTH EDUCATION

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART HEARTSMART (Meet Boris)	Boris' Beginnings Boris the robot story- which voice should you listen to?	Build-a-Boris Make a robot from junk	Boris Shapes Make a robot from 2D shapes.	Happy and you know it Song to demonstrate different emotions.	Boris Face dough Different emotions using play dough	Boris' Hanging Hearts Heart rewards for children who are caught being kind.	N/A
	STORY PSED-MR	ACTIVITY PSED-SC/SA	ACTIVITY PSED-SC/SA	ACTIVITY PSED-MFB	ACTIVITY PSED-MFB	ACTIVITY PSED-MR	
DON'T FORGET TO LET LOVE IN! (I am special)	VIP Crowns Design and make a crown	Mirror, mirror Describe self in mirror and draw a self-portrait	I am special because I am... Game to encourage children to think about why they are special.	I am special song Children to suggest reasons they are special	Fingerprint tree Looking at uniqueness of fingerprints	All about me ball Circle time to tell the other children about yourself	N/A
	ACTIVITY PSED-SC/SA	ACTIVITY PSED-MR	ACTIVITY PSED-SC/SA	ACTIVITY PSED-SC/SA	ACTIVITY PSED-SC/SA	ACTIVITY PSED-SC/SA	
TOO MUCH SELFIE ISN'T HEALTHY! (I love others)	Who is special to me? Who loves and cares for Boris? Who do you love and care for?	My house Who lives in your house?	Catch a smile Game to encourage children to share there smiles	Friendship web Circle time to use kind/encouraging words about one another.	A friend in need Game about look out for and helping friends in need.	Bird feeders How can we love the wildlife in our garden	N/A
	CIRCLE TIME PSED-MR	ACTIVITY PSED-SC	GAME PSED-MR	CIRCLE TIME PSED-MR	GAME PSED-MR	ACTIVITY PSED-SC	

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DON'T HOLD ON TO WHAT'S WRONG (I am a good friend)	Super friends Discussing what makes a super friend.	Musical Friends Game to show the importance of including others	Listening ears Game to encourage children to listen to one another.	Soft words, Hard words Thinking about the types of words we use and how they make others feel	If I met the scrap man Being kind to others even when their behaviour is unkind.	Grumpy Frog story Exploring saying sorry through story	N/A
	ACTIVITY PSED-MR	GAME PSED-MR	GAME PSED-MFB	ACTIVITY PSED-MR	ACTIVITY PSED-MR	STORY PSED-MFB	
FAKE IS A MISTAKE (I tell the truth)	Boris and the scrapman's lies Children to differentiate between lies and truth	Cheer up Boris! Write or draw a postcard for Boris using kind and encouraging words.	How Rabbit got his long Ears Story to explore the importance of telling the truth	Hat Games Pretending to be someone else is fun but being me is better.	Thankful Heart Circle time to think about what the children are thankful for.	Tell me about you Sharing and celebrating differences in our home and families.	N/A
	ACTIVITY PSED-MFB	ACTIVITY PSED-MFB	STORY PSED-MR	ACTIVITY PSED-SC/SA	CIRCLE TIME PSED-SC/SA	SHOW AND 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.	I can challenge Series of challenges for children to practice and complete	Stuck! Circle time to consider what to do when the children are stuck	When I grow up Game and discussion around what children want to do when they grow up	Magnetic Maze Activity to demonstrate persevering to find a way through	Changing Caterpillars Considering change through the life cycle of a caterpillar.	N/A
	DISCUSSION PSED-SC/SA	ACTIVITY PSED-SC/SA	CIRCLE TIME PSED-SC/SA	GAME PSED-SC/SA	ACTIVITY PSED-SC/SA	ACTIVITY PSED-SC	

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

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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

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YEAR 1

DON'T HOLD ON TO WHAT'S WRONG	Lesson 1 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	Reflection Circle time - What we have learned about
	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! 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 HOLD ON TO WHAT'S WRONG	Lesson 1 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	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



Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	Get HEARTSMART Introduction to HeartSmart HS FILM R&HE - CF1, CF3, MW1 PSHE - H2,R2	Batteries Looking at ways we can be positive (kind) and negative (unkind) to one another ACTIVITY R&HE - CF1, CF2 PSHE - R2	Inside Out Recalling memories and associating a feeling with them FILM CLIP R&HE - MW3, MW4 PSHE - H7	Guard your Heart Thinking about things we need to guard our hearts from GAME R&HE - CF5 PSHE - R3	My squad Listing the people in our lives we are grateful for WORKSHEET R&HE - F1, CF1 PSHE - R4	Full or Empty? Thinking of the benefits of living a healthy lifestyle WORKSHEET R&HE - PH1, PH3, PH4	Get HEARTSMART Reflection What we have learned about Get HEARTSMART WORKSHEET R&HE - CF3, MW1 PSHE - H1, R2
DON'T FORGET TO LET LOVE IN!	Don't Forget to Let Love in! Introduction to the 1st HeartSmart principle HS FILM R&HE - RR4, MW1 PSHE - H1, R2	Wear it with pride Learning to accept the encouragement given to us by others ACTIVITY R&HE - CF1, CF3 PSHE - L8	Love is... Considering what love is and what it isn't WORKSHEET R&HE - F6, CF2, CF5 PSHE - L4	Moana Comparing 'Te Fiti' before and after she 'let love in' FILM CLIP R&HE - MW2, MW4, MW7 PSHE - R1	Growing gratitude Listing things we are grateful for and why ACTIVITY R&HE - RR3 PSHE - H1	Love yourself Making good choices to keep our hearts healthy ACTIVITY R&HE - HE1, HE2 PSHE - H1, H3	Don't Forget to Let Love in Reflection What we have learned about Don't Forget to Let Love in! WORKSHEET R&HE - RR4, MW1 PSHE - H1, H7
TOO MUCH SELFIE ISN'T HEALTHY!	Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle HS FILM R&HE - CF2, CF3 PSHE - R1, R2	Flip your phone How can you be #unselfie and doing something kind for others? WORKSHEET R&HE - CF3, RR2 PSHE - R7	What's your emergency? How to respond in an emergency ACTIVITY R&HE - BFA1 PSHE - H15	Elizabeth Everest Honouring others for their kindness ACTIVITY R&HE - RR5 PSHE - R7	No man is an island Working together, listening to one another and respecting other's views GAME R&HE -CF2, CF3 PSHE - L8	Padlocked Privacy Discussing why it is important to keep personal information private WORKSHEET R&HE - OR3, OR5 PSHE - H22	Too Much Selfie isn't Healthy Reflection What we have learned about Too Much Selfie isn't Healthy! WORKSHEET R&HE - CF2, CF3 PSHE - R1, R2



Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
DON'T HOLD ON TO WHAT'S WRONG	Lesson 1 Introduction to the 3rd HeartSmart principle HS FILM R&HE - CF4, RR2 PSHE - H1	Saying sorry Discussing ways to fix broken friendships DISCUSSION R&HE - CF4, CF5, RR3 PSHE - R12	Pass through the pain barrier Discussing what forgiveness is and the value of forgiving others DISCUSSION R&HE - CF4, MW3 PSHE - H1	Good stress, bad stress Talking about different types of stress and ways to manage negative stress ACTIVITY R&HE - MW5, MW9 PSHE - H6	Boundaries Learning about personal boundaries DISCUSSION R&HE - RR8, BS1 PSHE - R21	Be Kind Online Recognising and dealing with online abuse WORKSHEET R&HE - ISH1, ISH5, ISH7 PSHE - R18	Reflection What we have learned about WORKSHEET R&HE - CF4, RR2 PSHE - H1, H7
FAKE IS A MISTAKE	Fake is a Mistake! Introduction to the 4th HeartSmart principle HS FILM R&HE - CF2 PSHE - R2	Human BEings not DOings Celebrating one another for who we are not what we do ACTIVITY R&HE - RR1, CF3 PSHE - H1, H5	Voice of Love Who speaks into our lives and are they using the voice of love? WORKSHEET R&HE - F2, CF3 PSHE - H1, R10	Speak Truth Having the courage to tell the truth isn't always easy STORY R&HE - CF5 PSHE - R2, H13	Dare to be different When dares are fun and when they are not. Thinking of ways to say no to dares ACTIVITY R&HE - RR8, BS1, BS5 PSHE - R15, H10	Risky Business Learning the facts and risks associated with smoking ACTIVITY R&HE - DAT1 PSHE - H17	Fake is a Mistake Reflection What we have learned about Fake is a Mistake! WORKSHEET R&HE - CF2 PSHE - R2
'NO WAY THROUGH', ISN'T TRUE	'No Way Through' isn't True! Introduction to the final HeartSmart principle HS FILM R&HE - MW2 PSHE - H6, H7	Endurance Expedition Thinking about the skills and attitudes needed to meet a challenge ACTIVITY R&HE - MW3, MW4 PSHE - H7	Habits - Help or Hinder? Considering the habits we need to develop or change to reach our goals WORKSHEET R&HE - MW4, MW5 PSHE - H16	Just Keep Swimming How to persevere and hold onto hope FILM CLIP R&HE - MW3, MW4 PSHE - H7, R2	Dreamers Dreaming of the future ACTIVITY R&HE - N/A PSHE - H5	Changing Me! Key facts about the changes that take place in puberty between 9 - 11 WORKSHEET R&HE - CAB1 PSHE - H8, H13	'No Way Through' isn't True Reflection What we have learned about 'No Way Through' isn't True! WORKSHEET R&HE - MW2 PSHE - H6, H7



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Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	Get HEARTSMART Introduction to HeartSmart HS FILM R&HE - CF1, CF3, MW1 PSHE - H2, R2	Words have power Demonstrating consequences of the words we use about ourselves and others ACTIVITY R&HE - MW8, RR5, RR6 PSHE - R7	Reap what you sow Suggesting ways we can grow a desired characteristic e.g. kindness ACTIVITY R&HE - CF2 PSHE - R11	Wily wolf Thinking about and discussing how we know who we can trust DISCUSSION R&HE - BS1, BS5 PSHE - R21, H23	Family Recipe Thinking about the characteristics that make a healthy family life ACTIVITY R&HE - F2 PSHE - R4	Healthy Minds Recognising what positively and negatively affects our mental health WORKSHEET R&HE - MW1, MW10 PSHE - H1, H14	Get HEARTSMART Reflection What we have learned about Get HEARTSMART WORKSHEET R&HE - CF1, CF3, MW1 PSHE - H1, R2
DON'T FORGET TO LET LOVE IN!	Don't Forget to Let Love in! Introduction to the 1st HeartSmart principle HS FILM R&HE - RR4, MW1 PSHE - H1, R2	Heart to heart Looking at ways we feel loved ACTIVITY R&HE - F1, F3, F4 PSHE - R2	Brilliant me ball Celebrating our strengths and achievements ACTIVITY R&HE - RR4 PSHE - H5	One in a million Comparing measurements to determine our uniqueness ACTIVITY R&HE - N/A PSHE - H5	Don't agree with I don't like me Highlighting things about our bodies we are grateful for ACTIVITY R&HE - MW4 PSHE - H1	Hands up! Creating a catchy rhyme/song or rap to remind others about the importance of hand washing ACTIVITY R&HE - HP5 PSHE - H12	Don't Forget to Let Love in Reflection What we have learned about Don't Forget to Let Love in! WORKSHEET R&HE - RR4, MW1 PSHE - H1, H7
TOO MUCH SELFIE ISN'T HEALTHY!	Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle HS FILM R&HE - CF2, CF3 PSHE - R1, R2	What's missing? Being aware of surroundings and people around you GAME R&HE - CF1 PSHE - L7, H23	Guess my feelings Suggesting how someone is feeling based on their facial expressions and body language ACTIVITY R&HE - MW2, MW3 PSHE - R1	Unseen heroes Thinking about and thanking the unseen heroes of our local community ACTIVITY R&HE - RR5, BS8 PSHE - H23	Teamwork makes the dream work! Recognising that we sometimes need help from others and working together to achieve a shared goal GAME R&HE - CF2, CF3 PSHE - R11, R12	True Smartphone Developing an awareness of ways to use mobile phones and tablets responsibly WORKSHEET R&HE - ISH2, ISH7 PSHE - H24	Too Much Selfie isn't Healthy Reflection What we have learned about Too Much Selfie isn't Healthy! WORKSHEET R&HE - CF2, CF3 PSHE - R1, R2



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Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	<p>Get HEARTSMART Introduction to HeartSmart</p> <p>HS FILM R&HE - CF1, CF3, MW1 PSHE - H2,R2</p>	<p>Powerful Poses Demonstrate that our body language can be used to help us feel more powerful</p> <p>ACTIVITY R&HE - RR4, MW6 PSHE - H6</p>	<p>Stone Trainers Comparing our hearts to trainers - how do we keep our hearts soft but strong</p> <p>WORKSHEET R&HE - MW1, MW3, MW4 PSHE - H1</p>	<p>Secret Scenarios Recognising when it is right to keep a secret and when a secret should be shared</p> <p>DISCUSSION R&HE - BS2, BS5 PSHE - R9, H14</p>	<p>Tying the Knot Recognising the importance of commitment in marriage</p> <p>ACTIVITY R&HE - F5 PSHE - R5</p>	<p>Healthy Food, Healthy Heart Learning about the Eatwell plate and how to plan a healthy meal</p> <p>ACTIVITY R&HE - HE2 PSHE - H3</p>	<p>Get HEARTSMART Reflection What we have learned about Get HEARTSMART</p> <p>WORKSHEET R&HE - CF1, CF3, MW1 PSHE - H1, R2</p>
DON'T FORGET TO LET LOVE IN!	<p>Don't Forget to Let Love in! Introduction to the 1st HeartSmart principle</p> <p>HS FILM R&HE - RR4, MW1 PSHE - H1, R2</p>	<p>What are you worth? Working out what we are worth</p> <p>ACTIVITY R&HE - RR4 PSHE - H5</p>	<p>People say I am Encouraging one another with kind and positive words & accepting the words spoken about us</p> <p>ACTIVITY R&HE - CF3 PSHE - H5</p>	<p>Thumbs Up Recalling significant events and people in our lives so far</p> <p>ACTIVITY R&HE - F1, F3, CF1 PSHE - R4</p>	<p>Gratitude jar Thinking of things we are grateful for each week</p> <p>ACTIVITY R&HE - MW1 PSHE - H1</p>	<p>Signs to Spot Identifying early signs of illness</p> <p>ACTIVITY R&HE - HP1 PSHE - N/A</p>	<p>Don't Forget to Let Love in Reflection What we have learned about Don't Forget to Let Love in!</p> <p>WORKSHEET R&HE - RR4, MW1 PSHE - H1, H7</p>
TOO MUCH SELFIE ISN'T HEALTHY!	<p>Too Much Selfie Isn't Healthy! Introduction to the 2nd HeartSmart principle</p> <p>HS FILM R&HE - CF2, CF3 PSHE - R1, R2</p>	<p>All the Same, All Different Demonstrating ways we are different and ways we are the same</p> <p>GAME R&HE - CF3, RR1, RR5 PSHE - L11,R13</p>	<p>Listen up! Practising being a good listener</p> <p>ACTIVITY R&HE - CF4, RR1 PSHE - R10</p>	<p>You go before me Thinking of ways the generations before us have overcome challenges that we benefit from</p> <p>ACTIVITY R&HE - RR5 PSHE - L11</p>	<p>Growing together Considering ways we can be a good friend and support one another</p> <p>ACTIVITY R&HE - CF2, CF3 PSHE - R10</p>	<p>Social media - good or bad? Discussing the benefits and dangers of social media</p> <p>DISCUSSION R&HE - ISH2, ISH3, ISH4 PSHE - H22,H24</p>	<p>Too Much Selfie Isn't Healthy Reflection What we have learned about Too Much Selfie Isn't Healthy!</p> <p>WORKSHEET R&HE - CF2, CF3 PSHE - R1, R2</p>



Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
DON'T HOLD ON TO WHAT'S WRONG	Don't Hold on to What's Wrong! Introduction to the 3rd HeartSmart principle HS FILM R&HE - CF4, RR2 PSHE - H1	Different Perspective Developing simple strategies to resolve conflict ACTIVITY R&HE - CF4, RR2 PSHE - R7, R12, L8	Nelson Mandela Describing what Nelson Mandela's life teaches us about forgiveness DISCUSSION R&HE - MW1 PSHE - R2	Emotions don't drive! How to handle our emotions ACTIVITY R&HE - MW2, MW3 PSHE - H6	I did not I am Discussing how we respond to our own mistakes DISCUSSION R&HE - MW3 PSHE - H1	Bully Busting Recognise bullying in all its forms and thinking about strategies to deal with bullying WORKSHEET R&HE - RR6, MW8 PSHE - R18	Reflection What we have learned about WORKSHEET R&HE - CF4, RR2 PSHE - H1, H7
FAKE IS A MISTAKE	Fake is a Mistake! Introduction to the 4th HeartSmart principle HS FILM R&HE - CF2 PSHE - R2	Time To Get Real How images we see online and in the media don't always represent reality DISCUSSION R&HE - OR1, OR4, ISH6 PSHE - H4, L17, L18	No Need to Hide What's Inside Exploring how shame can make us want to hide how we really feel ACTIVITY R&HE - CF3, MW2, MW3 PSHE - H7, H14, R9	Soft Shells Knowing who we can trust to be vulnerable and open with FILM CLIP R&HE - CF2, BS1, BS8 PSHE - R2, R21	Hearts that Welcome Feedback How feedback can help us grow ACTIVITY R&HE - CF1, CF3 PSHE - R1, R7, R12	Decisions, Decisions! Finding out about the risks associated with alcohol for young people ACTIVITY R&HE - DAT1 PSHE - H17	Fake is a Mistake Reflection What we have learned about Fake is a Mistake! WORKSHEET R&HE - CF2 PSHE - R2
'NO WAY THROUGH', ISN'T TRUE	'No Way Through' isn't True! Introduction to the final HeartSmart principle HS FILM R&HE - MW2 PSHE - H6, H7	Egg in the Flask Demonstrating that 'No Way Through' isn't True! ACTIVITY R&HE - MW4 PSHE - H7	Success isn't always what you see How the successes we achieve on the inside can often be greater than those seen on the outside WORKSHEET R&HE - MW4 PSHE - H1, H5	Hope Light Looking at the power of Hope and how it can keep us going ACTIVITY R&HE - MW1, MW4 PSHE - H1, H5	Period Relay Key facts about the menstrual cycle WORKSHEET R&HE - CAB2 PSHE - H13	What am I? How to look after ourselves during puberty GAME R&HE - CAB1, CAB2 PSHE - H13	'No Way Through' isn't True Reflection What we have learned about 'No Way Through' isn't True! WORKSHEET R&HE - MW2 PSHE - H6, H7



Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
DON'T HOLD ON TO WHAT'S WRONG	Don't Hold on to What's Wrong Introduction to the 3rd HeartSmart principle	Work it Out Developing strategies to resolve conflict and disputes	Power of Forgiveness - Jimmy Mizen's parents Discussing how we benefit when we choose to forgive others	Way to Say Exploring how our tone and body language communicates more than our words	Bit by Bit Discussing how to build trust between friends	Deep Impact Considering the impact of bullying	Reflection What we have learned about
	HS FILM R&E - CF4, RR2 PSHE - H1	ACTIVITY R&E - CF4, RR2 PSHE - R12	DISCUSSION R&E - MW1 PSHE - R12	ACTIVITY R&E - RR2, OR1 PSHE - R2	ACTIVITY R&E - CF2, CF5 PSHE - R9, R21	ACTIVITY R&E - RR6, MW8 PSHE - R14	WORKSHEET R&E - CF4, RR2 PSHE - H1, H7
FAKE IS A MISTAKE	Fake is a Mistake! Introduction to the 4th HeartSmart principle	This is Me! Being proud of who we are	HeartSmart Self-Talk Catching negative self-talk and replacing it with positive self-talk	Boundaries for Respect Learning how to use boundaries to establish respectful friendships	Vaccines - Facts vs Fake News! Finding out facts about vaccinations	Fix it, Find out, Fit in! Find out facts about legal and illegal substances and their risks	Fake is a Mistake Reflection What we have learned about Fake is a Mistake!
	HS FILM R&E - CF2 PSHE - R2	DISCUSSION R&E - N/A PSHE - H6, H7, R16	DISCUSSION R&E - MW1 PSHE - H1, H6, H7	ACTIVITY R&E - BS1, RR2 PSHE - R3, R10, R18	ACTIVITY R&E - HP6, ISH6 PSHE -	ACTIVITY R&E - DAT1 PSHE - H17	WORKSHEET R&E - CF2 PSHE - R2
'NO WAY THROUGH', ISN'T TRUE	'No Way Through' Isn't True! Introduction to the final HeartSmart principle	The Bridge to Yet Demonstrating that 'No Way Through' isn't True!	Self-awareness Thinking about how we are feeling, why we feel that way and what we need	Hearts Filled with Hope Looking at the power of Hope and how it can keep us going	Where the Magic Happens Learning to step out of our comfort zones	Under Construction - the teenage brain! How the brain changes during puberty	'No Way Through' Isn't True Reflection What we have learned about 'No Way Through' isn't True!
	HS FILM R&E - MW2 PSHE - H6, H7	ACTIVITY R&E - MW3 PSHE-H1, H5, H7	ACTIVITY R&E - MW1, MW3, MW4 PSHE - H2, H16	ACTIVITY R&E - MW4 PSHE - H1, H7	ACTIVITY R&E - MW4 PSHE - H8, H9	ACTIVITY R&E - CAB1 PSHE - H13	WORKSHEET R&E - MW2 PSHE - H6, H7



My Happy Mind

At Wherwell, 'My Happy Mind', the award winning program for schools & nurseries, families and organisations, runs alongside our PSHE curriculum. The program has been commissioned by the NHS and is delivered by class teachers each week.

It teaches preventative habits that support positive mental health, resilience and self-esteem. All of the concepts taught are based on science and research and grounded in neuroscience and positive psychology.

The My Happy mind curriculum is grounded in scientific research and helps children to:

- Feel happier
- Know what to do when they feel worried or stressed
- Improve their focus and learn more
- Achieve more of the goals that they set for themselves
- Develop better relationships with friends and families
- Feel great about who they are and have positive self-esteem.

Appendix 2: By the end of primary school pupils should know

TOPIC	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
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

TOPIC	PUPILS SHOULD KNOW
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
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/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	
School signature	