

**RELATIONSHIP AND HEALTH EDUCATION (RSE):** We will cover everything required in the new Government guidance. Ready for delivery in September 2020.

**SIAMS:** Church school version available with Bible verses, prayers, Collective Worship and SIAMS cross referencing. HeartSmart covers strands 2-6 of the SIAMS evaluation schedule.

**SOCIAL, EMOTIONAL LEARNING AND COMMON CORE:** We have recently expanded beyond British shores and are working on cross referencing in this area. Do get in touch if you have any questions or want to speak to a more local school to find out how HeartSmart has helped them reach their objectives.

**PSHE:** As below

The tables below show the learning opportunities suggested by the PSHE Association. Where indicated (Y), HeartSmart covers some aspect of these suggested opportunities.

#### CORE THEME 1: HEALTH AND WELLBEING

KS1	PSHE suggested learning opportunities	Covered by HeartSmart		PSHE suggested learning opportunities	Covered by HeartSmart
H1	What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.	Y	H5	About change and loss and the associated feelings (including moving home, losing toys, pets or friends)	Y
H2	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have not so good consequences.	Y	H6	The importance of, and how to, maintain personal hygiene	Y
H3	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.	Y	H7	How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading	Y
H4	About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.	Y	H8	About the process of growing from young to old and how people's needs change	N



H9	About growing and changing and new opportunities and responsibilities that increasing independence may bring	N	H13	About people who look after them, their family networks, who to go to if they are worried and how to attract their attention	Y
H10	The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls	N	H14	About the ways that pupils can help the people who look after them to more easily protect them	Y
H11	That household products, including medicines, can be harmful if not used properly.	Y	H15	To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets	Y
H12	Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety	Y	H16	What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy	N
<b>KS2</b>	<b>PSHE suggested learning opportunities</b>	<b>Covered by HeartSmart</b>		<b>PSHE suggested learning opportunities</b>	<b>Covered by HeartSmart</b>
H1	What positively and negatively affects their physical, mental and emotional health	Y	H5	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals	Y
H2	How to make informed choices (including recognising that choices have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'	Y	H6	To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others	Y
H3	To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet	Y	H7	To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these	Y
H4	To recognise how images in the media and online do not always reflect reality and can affect how people feel about themselves	Y	H8	About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement	Y



H9	To differentiate between the terms 'risk', 'danger' and 'hazard'	Y	H16	What is meant by the term 'habit' and why habits can be hard to change	Y
H10	To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience	Y	H17	Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy' drinks) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.	Y
H11	To recognise how their increasing independence brings increased responsibility to keep themselves and others safe	Y	H18	How their body will, and their emotions may, change as they approach and move through puberty	N
H12	That bacteria and viruses can affect health and that following simple routines can reduce their spread	Y	H19	About human reproduction	N
H13	How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media	Y	H20	About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as FGM constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers	N
H14	To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong	Y	H21	Strategies for keeping physically and emotionally safe including road safety (including cycle safety) and safety in the environment (including rail, water and fire safety)	N
H15	School rules about health and safety, basic emergency aid procedures, where and how to get help	Y	H22	Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others	Y

H23	About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe	Y	H25	How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are worried	Y
H24	The responsible use of mobile phones: safe keeping and safe user habits	Y			

## CORE THEME 2: RELATIONSHIPS

KS1	PSHE suggested learning opportunities	Covered by HeartSmart		PSHE suggested learning opportunities	Covered by HeartSmart
R1	To communicate their feelings to others, to recognise how other show feelings and how to respond	Y	R7	To offer constructive support and feedback to others	Y
R2	To recognise that their behaviour can affect others	Y	R8	To identify and respect the differences and similarities between people	Y
R3	The difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid	Y	R9	To identify their special people (family, friends, carers), what makes them special and how special people should care for one another	Y
R4	To recognise what is fair and unfair, kind and unkind, what is right and wrong	Y	R10	To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)	N
R5	To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class	Y	R11	That people's bodies and feelings can be hurt (including what makes them feel uncomfortable)	Y
R6	To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)	Y	R12	To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say	Y



R13	To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable	Y	R14	Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help	Y
<b>KS2</b>	<b>PSHE suggested learning opportunities</b>	<b>Covered by HeartSmart</b>		<b>PSHE suggested learning opportunities</b>	<b>Covered by HeartSmart</b>
R1	To recognise and respond appropriately to a wider range of feelings in others	Y	R7	That their actions affect themselves and others	Y
R2	To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	Y	R8	To judge what kind of physical contact is acceptable or unacceptable and how to respond	N
R3	To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support	Y	R9	The concept of keeping something confidential or secret, when they should or shouldn't agree to this and when it is right to 'break a confidence' or 'share a secret'	Y
R4	To recognise different types of relationship, including those between acquaintances, friends, relatives and families	Y	R10	To listen to and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view	Y
R5	That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment	N	R11	To work collaboratively toward shared goals	Y
R6	That marriage is a commitment freely entered into by both people, that no one should marry if they don't want to do so or are not making this decision freely for themselves	N	R12	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves	Y



R13	That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability	Y	R18	How to recognise bullying and abuse in all its forms	Y
R14	To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours	Y	R19	That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership	N
R15	To recognise and manage dares	Y	R20	That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support	N
R16	To recognise and manage stereotypes	Y	R21	To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy	Y
R17	About the difference between, and the terms associated with sex, gender identity and sexual orientation	N			

### CORE THEME 3: LIVING IN THE WIDER WORLD

KS1	PSHE suggested learning opportunities	Covered by HeartSmart		PSHE suggested learning opportunities	Covered by HeartSmart
L1	How they can contribute to the life of the classroom and school	Y	L3	That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)	Y
L2	To help construct, and agree to follow, group, class and school rules and to understand how these rules help them	N	L4	That they belong to different groups and communities such as family and school	Y



L5	What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (inc. conserving energy)	Y	L9	Ways in which we are the same as all other people; what we have in common with everyone else	Y
L6	That money comes from different sources and can be used for different purposes, including the concepts of saving and spending	Y	L10	About the special people who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency	Y
L7	About the role money plays in their lives including how to keep it safe, choices about spending or saving and what influences those choices	Y			
L8	Ways in which they are all unique; understand that there has never been and never will be another them	Y			
<b>KS2</b>	<b>PSHE suggested learning opportunities</b>	<b>Covered by HeartSmart</b>		<b>PSHE suggested learning opportunities</b>	<b>Covered by HeartSmart</b>
L1	To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	Y	L4	That these universal rights are there to protect everyone and have primacy both over national law and family and community practices	N
L2	Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing the rules	Y	L5	To know that there are some cultural practices which are against British law and universal human rights such as FGM	N
L3	To understand that their are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the UN declaration of the Rights of the Child	Y	L6	To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or others at risk	Y



L7	That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities	Y	L14	To develop an initial understanding of the concepts of 'Interest', 'Loan', 'Debt' and 'Tax'	Y
L8	To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices	Y	L15	That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world	Y
L9	What being part of a community means, and about the varied institutions that support communities locally and nationally	Y	L16	What is meant by enterprise and begin to develop enterprise skills	Y
L10	To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	Y	L17	To explore and critique how media present information	Y
L11	To appreciate the range of national, regional, religious and ethnic identities in the UK	Y	L18	To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others	Y
L12	To consider the lives of people living in other places, and people with different values and customs				
L13	About the role money plays in their own and others' lives, including how to manage money and about being a critical consumer	Y			