Radford Academy
A L.E.A.D. Academy

# Radford Academy

## PSHE

## Curriculum

## Depth Map

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# PSHE at Radford Academy

## Vision

At Radford Academy, we are committed to developing happy, confident, resilient learners. Through My Happy Mind Plus, children develop a strong understanding of themselves, their emotions and how their brain works.

We aim to equip pupils with lifelong strategies that support positive mental wellbeing, resilience, self-regulation, healthy relationships and academic success. We want every child to feel they belong, believe in themselves and understand that they can grow and succeed through effort and perseverance.

## Intent

Through MyHappyMind Plus lessons and wider enrichment opportunities, we ensure every child develops the knowledge, skills and attributes they need to thrive, not only in school but in life. Through a carefully planned and progressive curriculum, we aim to:

- Build pupils' confidence, resilience, and empathy
- Equip them with strategies to manage their wellbeing and relationships
- Prepare them for the opportunities, responsibilities and experiences of modern life.
- Meet and exceed the statutory PSHE, Relationships, and Health Education requirements.

Our approach is grounded in the belief that PSHE is most impactful when it is:

- **Consistent**: taught regularly across the school in a structured sequence.
- **Relevant**: adapted to meet the needs of specific cohorts.
- **Engaging**: supported by high-quality, age-appropriate resources.

### Core Knowledge

**Children develop understanding through the My Happy Mind and MyHappyMind Plus modules:**

- Meet Your Brain
- Celebrate
- Appreciate
- Relate
- Engage
- MyHappyMind Places

1. **myHappybody** (Core Theme 1 - Health & Wellbeing)
2. **myHappyrelationships** (Core Theme 2 - Relationships)
3. **myHappyworld** (Core Theme 3 - Living in the wider world)

Core Skills

- Children develop the ability to:
- Recognise and regulate emotions.
- Build positive relationships.
- Practise gratitude.
- Develop resilience.
- Apply self-regulation techniques.
- Reflect on personal strengths.
- Set goals and persevere when facing challenges

My Happy Mind Plus contributes significantly to:

- Mental health and emotional wellbeing.
- Character development.
- Healthy relationships.
- Preparation for future success.
- Positive behaviour and attitudes.
- Protected characteristics and British Values.
- Pupils' understanding of themselves and their role within society.

# Implementation

## Roles and Responsibilities

**The Headteacher** is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the PSHE curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The appropriate amount of time is provided for teaching the required elements of the PSHE curriculum and is reviewed by the governing body
- The school's procedures for the assessment of PSHE meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the PSHE curriculum
- The governing body is advised on whole-school targets for PSHE in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with special educational needs

**The PSHE subject leader, will:**

- Provide professional leadership and management and ensure staff knowledge about the studied are kept up to date
- Ensure the taught PSHE curriculum is engaging, age appropriate, challenges all pupils and meets the curriculum aims
- Secure high-quality teaching of the PSHE curriculum, including the quality of plans
- Secure PSHE curriculum enhancing resources and their effective use
- Improve standards of learning and achievement for all pupils in the PSHE curriculum
- Promote PSHE across the school
- Ensure that this policy is adhered to

**Teachers** will adhere to this policy and make sure the PSHE curriculum they provide is commensurate with the aims of this policy.

## Lesson design

My Happy Mind Plus is delivered through:

- Weekly My Happy Mind Plus lessons.
- Consistent use of programme language and strategies across school.
- Assemblies and reflection opportunities.
- Integration within RSHE and Personal Development.
- Use of class discussions, role play and collaborative activities.
- Home-school engagement through My Happy Mind parent resources.
- Reinforcement through classroom environments and daily routines.

**All lessons follow the same structure and have:**

- Quiz time
- Time to chat
- Activity Time
- Time to explore
- Recap

# Inclusion

1) Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan engaging learning opportunities for pupils of all abilities, including:

- More able pupils
- Pupils with low prior attainment

- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an Additional Language (EAL)

a) Teachers plan lessons so that pupils with SEND can access and participate fully in all aspects of the PSHE and myHappymind curriculum. myHappymind adopts a universal approach, ensuring that all pupils are fully included and supported, reducing barriers to wellbeing and learning. The programme can be adapted to meet individual needs and is supported by a dedicated SEND version. Its highly visual, positive and proactive approach recognises a range of learning, communication and sensory needs, ensuring all pupils can engage and achieve.

b) Teachers take account of the needs of pupils with EAL when planning and delivering lessons. The PSHE and myHappymind curriculum provides universal strategies that support communication, emotional regulation, resilience and positive relationships. Visual resources, adapted materials and technology may be used to enable all pupils to participate fully in learning and develop their understanding of key concepts.

c) myHappymind is aligned to a trauma-informed approach and is delivered to all pupils from EYFS to Year 6. Through daily practices and the use of consistent language across the school, pupils develop self-regulation strategies that support their emotional wellbeing, readiness to learn and positive behaviour. This contributes to calmer classrooms and helps to reduce barriers to learning.

d) Additional resources and targeted support are available for pupils who require further intervention. These include resources to support children experiencing Separation Anxiety and Emotional Based School Avoidance (EBSA), alongside a range of targeted toolkits and intervention materials. Staff may use these resources to provide additional guidance and support where needed.

e) The myHappymind programme promotes a culture of inclusion, respect and belonging. It teaches children about their strengths, encourages empathy and positive relationships, and provides consistent wellbeing strategies for use both in school and at home. Families and carers can access the myHappymind App, which includes Mini Masterclasses on topics such as Separation Anxiety, EBSA and other aspects of children's mental health and wellbeing.

For further information, please refer to our SEND Policy.

**Impact**

Through myHappymind Plus, pupils will:

- Demonstrate increased emotional awareness.
- Show greater resilience when facing challenges.
- Develop positive learning behaviours.
- Build stronger relationships with peers and adults.
- Understand strategies for improving wellbeing.
- Have increased confidence and self-belief.
- Be ready for the next stage of their education and life beyond Radford Academy.

## How are our school values visible in our PSHE Curriculum




Children at Radford Academy are taught belonging through the PSHE curriculum by:

- Feeling confident to express their thoughts and emotions.
- Respecting the views and feelings of others.
- Celebrating diversity and individuality.
- Developing positive friendships and relationships.
- Supporting their peers through kindness and understanding.
- Contributing positively to their class and wider school community.




Children at Radford Academy are taught curiosity through the PSHE curriculum by:

- Exploring how emotions influence behaviour and decision-making.
- Asking questions about themselves and the world around them.
- Reflecting on their experiences and personal growth.
- Developing a deeper understanding of mental wellbeing.
- Seeking strategies to improve their learning and emotional regulation.
- Showing openness to new experiences and challenges.




Children at Radford Academy are taught Aspiration through the PSHE curriculum by:

- Developing confidence, self-belief and an understanding of their unique strengths.
- Setting personal goals and learning the importance of effort, perseverance and resilience in achieving success.
- Exploring future careers, opportunities and ambitions, helping pupils to broaden their horizons.
- Learning from diverse role models who demonstrate how determination and positive choices can lead to success.
- Building important life skills such as communication, teamwork, problem-solving and decision-making.
- Reflecting on their hopes and aspirations, understanding that everyone can achieve their potential regardless of their background or starting point.




Children at Radford Academy are taught Interaction through the PSHE curriculum by:

- Communicating their thoughts, feelings and opinions appropriately and confidently.
- Listening actively and respectfully to others, valuing different viewpoints.
- Building positive relationships based on trust, kindness and mutual respect.
- Working collaboratively with peers to achieve shared goals and solve problems.
- Showing empathy, compassion and understanding towards others.
- Managing conflict effectively and respectfully, appreciating differences and resolving disagreements positively.




Children at Radford Academy are taught Self-discipline through the PSHE curriculum by:

- Identifying and managing their emotions effectively.
- Using taught self-regulation strategies independently.
- Taking responsibility for their behaviour, actions and choices.
- Maintaining focus, effort and engagement in learning.
- Showing perseverance and determination when tasks become challenging.
- Demonstrating resilience and emotional control in a range of situations.

# PSHE Progression EYFS

## Reception PSED Objectives

| Objectives | myHappybody Activity 1 | myHappybody Activity 2 | myHappyrelationships Activity 1 | myHappyrelationships Activity 2 |
|---|---|---|---|---|
| Manage their own personal hygiene needs. | ✓ | | | |
| Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, teeth brushing, sensible amounts of 'screen time' and having a good sleep routine. | ✓ | | | |
| Know and talk about the different factors that support theiroverall health and well-being: Being a safe pedestrian. | | ✓ | | |
| Build constructive and respectful relationships. | | | ✓ | |
| Continue developing positive attitudes about the differences between people. | | | ✓ | |
| Express their feelings and consider the feelings of others. | | | | ✓ |
| Show resilience and perseverance in the face of challenges. | | | | ✓ |

| Objectives | myHappyrelationships Activity 2 | myHappyworld Activity 1 | myHappyworld Activity 2 |
|---|---|---|---|
| Identify and moderate their own feelings socially andemotionally. | ✓ | | |
| Think about the perspectives of others. | ✓ | | |
| Name and describe people who are familiar to them. | | ✓ | |
| See themselves as a valuable individual. | | | ✓ |

**PSHE Progression KS1**

# Section 1: Relationships (Sex) and Health Education (RSHE)

| Objectives | | myHappymind | Families and Trusted Relationships Lesson 1 | Families and Trusted Relationships Lesson 2 |
|---|---|---|---|---|
| **Families** | | | | |
| **Relationships Education:** Families and people who care for me | 1. What a family is and who is in our family. **F1 F2** | **Appreciate Year 1** Lesson 2, 3 **Appreciate Year 2** Lesson 1 | ✓ | |
| **Relationships Education:** Families and people who care for me | 2. That there are different types of family, and that everyone's family is unique and special. **F3** | | ✓ | |
| **Relationships Education:** Families and people who care for me | 3. How families show love and care, and different ways they can spend time together and share each other's lives. **F2 F4** | **Relate Year 1** Lesson 1 **Realte Year 2** Lesson 1 | ✓ | |
| **Relationships Education:** Families and people who care for me | 4. What to do if anything about family life is upsetting or concerning. **F6** | **Relate Year 1** Lesson 3 | | ✓ |

| Objectives | | myHappymind | Families and Trusted Relationships Lesson 2 | Friendships and Showing Respect Lesson 1 | Friendships and Showing Respect Lesson 2 |
|---|---|---|---|---|---|
| **Friendships** | | | | | |
| **Relationships Education:**<br>Caring friendships | 1. What friendship is and what makes a good friend. **CF1 CF2 CF4** | **Relate Year 1**<br>Lesson 1, 2<br>**Relate Year 2**<br>Lesson 1, 2, 3 | | ✓ | |
| **Relationships Education:**<br>Caring friendships | 2. How people make friends and how to be kind and caring in friendships. **CF1 CF2** | **Relate Year 1**<br>Lesson 1, 2<br>**Relate Year 2**<br>Lesson 1, 2, 3 | | ✓ | |
| **Relationships Education:**<br>Caring friendships<br>Respectful, kind relationships | 3. That friends can argue, and they can also make up. **CF5 RKR3** | **Relate Year 1**<br>Lesson 2,3,4 | | | ✓ |
| **Relationships Education:**<br>Caring friendships<br>Respectful, kind relationships | 4. Simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument. **CF6 RKR3** | **Relate Year 1**<br>Lesson 2,3,4 | | | ✓ |
| **Relationships Education:**<br>Caring friendships | 5. How to ask for help if a friendship is making them feel unhappy. **CF7** | **Relate Year 2**<br>Lesson 4 | ✓ | | ✓ |

| Objectives | | myHappymind | Friendships and Showing Respect Lesson 1 | Friendships and Showing Respect Lesson 2 | Families and Trusted Relationships Lesson 2 | Changing and Growing ( Lesson 1 | Changing and Growing (Transition) Lesson 2 | Changing and Growing (Transition) Lesson 3 |
|---|---|---|---|---|---|---|---|---|
| **Respecting self and others** | | | | | | | | |
| **Relationships Education:** Respectful, kind relationships | 1. What makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging **RKR8 RKR10** | **Celebrate Year 1** Lesson 4 **Relate Year 1** Lesson 1 **Celebrate Year 2** Lesson 1, 4 **Relate Year 2** Lesson 1 | ✓ | ✓ | | | | |
| **Relationships Education:** Respectful, kind relationships | 2. That they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things **RKR1** | **Celebrate Year 1** Lesson 1 **Celebrate Year 2** Lesson 1 | | | | ✓ | | ✓ |
| **Relationships Education:** Respectful, kind relationships | 3. How to respectfully express their likes, dislikes and needs, and listen to other people **RKR3 RKR5** | All 'Time to chat' sections are desgined to also encourage listening to others. | ✓ | | | | ✓ | |
| **Relationships Education:** Respectful, kind relationships | 4. Ways to show politeness and respect **RKR7** | **Relate Year 1** Lesson 2, 3 **Relate Year 2** Lesson 3, 4 | ✓ | ✓ | ✓ | | | |
| **Relationships Education:** Respectful, kind relationships | 5. How to play cooperatively; what they can do if they feel upset or angry with someone **RKR3 RKR6** | **Relate Year 1** Lesson 2, 3 **Relate Year 2** Lesson 3, 4 | ✓ | | | | | |
| **Relationships Education**: Caring friendships | 6. How to share, take turns and include others **CF2** | **Relate Year 1** Lesson 2, 3 **Relate Year 2** Lesson 3, 4 | ✓ | | | | | |

| Objectives | | myHappymind | Friendships and Showing Respect Lesson 1 | Friendships and Showing Respect Lesson 2 | Families and Trusted Relationships Lesson 2 | Changing and Growing ( Lesson 1 | Changing and Growing (Transition) Lesson 2 | Changing and Growing (Transition) Lesson 3 |
|---|---|---|---|---|---|---|---|---|
| **Respecting self and others** | | | | | | | | |
| **Relationships Education:** Respectful, kind relationships | 1. What makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging **RKR8 RKR10** | **Celebrate Year 1** Lesson 4 **Relate Year 1** Lesson 1 **Celebrate Year 2** Lesson 1, 4 **Relate Year 2** Lesson 1 | ✓ | ✓ | | | | |
| **Relationships Education:** Respectful, kind relationships | 2. That they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things **RKR1** | **Celebrate Year 1** Lesson 1 **Celebrate Year 2** Lesson 1 | | | | ✓ | | ✓ |
| **Relationships Education:** Respectful, kind relationships | 3. How to respectfully express their likes, dislikes and needs, and listen to other people **RKR3 RKR5** | All 'Time to chat' sections are desgined to also encourage listening to others. | ✓ | | | | ✓ | |
| **Relationships Education:** Respectful, kind relationships | 4. Ways to show politeness and respect **RKR7** | **Relate Year 1** Lesson 2, 3 **Relate Year 2** Lesson 3, 4 | ✓ | ✓ | ✓ | | | |
| **Relationships Education:** Respectful, kind relationships | 5. How to play cooperatively; what they can do if they feel upset or angry with someone **RKR3 RKR6** | **Relate Year 1** Lesson 2, 3 **Relate Year 2** Lesson 3, 4 | ✓ | | | | | |
| **Relationships Education**: Caring friendships | 6. How to share, take turns and include others **CF2** | **Relate Year 1** Lesson 2, 3 **Relate Year 2** Lesson 3, 4 | ✓ | | | | | |

| Objectives | | myHappymind | Friendships and Showing Respect Lesson 1 | Friendships and Showing Respect Lesson 2 | Families and Trusted Relationships Lesson 2 | Friendships and Showing Respect (Bullying) Lesson 3 |
|---|---|---|---|---|---|---|
| **Respecting self and others (continued)** | | | | | | |
| **Relationships Education:**<br>Respectful, kind relationships | 7. About kind and unkind behaviour; that someone's actions and words can be hurtful **RKR3 RKR9** | **Relate Year 1**<br>Lesson 1<br>**Relate Year 2**<br>Lesson 3 | ✓ | ✓ | ✓ | |
| **Relationships Education:**<br>Respectful, kind relationships<br><br>**Health Education:**<br>General wellbeing | 8. How to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying **RKR9 GW7** | **Meet Your Brain Year 2**<br>Lesson 3 | ✓ | | | ✓ |
| **Relationships Education:**<br>Respectful, kind relationships | 9. How to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so **RKR11** | Throughout myHappymind, children are encouraged to share their worries or concerns with trusted adults. | | | ✓ | ✓ |

| Objectives | | myHappymind | myHappymind Places | Healthy Choices Lesson 1 | Changing and growing (Grief) Lesson 2 |
|---|---|---|---|---|---|
| **Mental health and wellbeing** | | | | | |
| **Health Education:**<br>General wellbeing | 1. How to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly **GW3 GW4 GW5** | **Meet Your Brain Year 1**<br>Lesson 3, 4, 5<br>**Meet Your Brain Year 2**<br>Lesson 3 | ✓ | | |
| **Health Education:**<br>General wellbeing | 2. That being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well **GW2 GW4** | **Meet Your Brain Year 1**<br>Lesson 3, 4, 5<br>**Meet Your Brain Year 2**<br>Lesson 3 | ✓<br>✓ | | |
| **Relationships Education:**<br>Respectful, kind relationships<br><br>**Health Education:**<br>General wellbeing | 3. That someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses **GW5 RKR3** | **Meet Your Brain Year 1**<br>Lesson 2, 5<br>**Meet Your Brain Year 2**<br>Lesson 1, 3, 5 | | ✓ | |
| **Health Education:**<br>General wellbeing | 4. About things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) **GW1** | **Appreciate Year 1**<br>Lesson 3<br>**Appreciate Year 2**<br>Lesson 2 | ✓ | | ✓ |
| **Health Education:**<br>General wellbeing | 5. Simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies **GW1 GW5** | | | | |

| Objectives | | myHappymind | myHappymind Places | Healthy Choices Lesson 1 | Changing and growing (Grief) Lesson 2 |
|---|---|---|---|---|---|
| **Mental health and wellbeing** | | | | | |
| **Health Education:**<br>General wellbeing | 1. How to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly **GW3 GW4 GW5** | **Meet Your Brain Year 1**<br>Lesson 3, 4, 5<br>**Meet Your Brain Year 2**<br>Lesson 3 | ✓ | | |
| **Health Education:**<br>General wellbeing | 2. That being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well **GW2 GW4** | **Meet Your Brain Year 1**<br>Lesson 3, 4, 5<br>**Meet Your Brain Year 2**<br>Lesson 3 | ✓<br>✓ | | |
| **Relationships Education:**<br>Respectful, kind relationships<br><br>**Health Education:**<br>General wellbeing | 3. That someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses **GW5 RKR3** | **Meet Your Brain Year 1**<br>Lesson 2, 5<br>**Meet Your Brain Year 2**<br>Lesson 1, 3, 5 | | ✓ | |
| **Health Education:**<br>General wellbeing | 4. About things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) **GW1** | **Appreciate Year 1**<br>Lesson 3<br>**Appreciate Year 2**<br>Lesson 2 | ✓ | | ✓ |
| **Health Education:**<br>General wellbeing | 5. Simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies **GW1 GW5** | | | | |

| Objectives | | myHappymind | Healthy Choices Lesson 1 | Healthy Choices Lesson 2 | Safe Choices Lesson 2 |
|---|---|---|---|---|---|
| **Keeping healthy and well** | | | | | |
| **Health Education:**<br>Health protection and prevention<br>Personal health and fitness | 1. People who help us stay healthy and who can help if feeling unwell or hurt **HPP4 HPP1 PHF4** | **Meet Your Brain Year 1**<br>Lesson 1, 4<br>**Meet Your Brain Year 2**<br>Lesson 1, 3 | | ✓ | |
| **Health Education:**<br>Health protection and prevention | 2.How to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health **HPP4** | | | ✓ | |
| **Health Education:**<br>Health protection and prevention | 3. How to keep safe and well in the sun and protect skin from sun damage **HPP2** | | | | ✓ |
| **Health Education:**<br>Health protection and prevention | 4. Why sleep is important; bedtime routines and ways to rest and relax **HPP3** | **Meet Your Brain Year 1**<br>Lesson 1, 3 | ✓ | | |
| **Health Education:**<br>Health protection and prevention | 5. Simple hygiene routines that can stop germs from spreading **HPP5** | | | ✓ | |
| **Health Education:**<br>Health protection and prevention<br>Personal health and fitness | 6. Who to talk to if they are worried about their health **PHF4** | | | ✓ | |

| Objectives | | myHappymind | Healthy Choices Lesson 1 | Healthy Choices Lesson 2 | Safe Choices Lesson 1 | Safe Choices Lesson 2 |
|---|---|---|---|---|---|---|
| **Physical activity and nutrition** | | | | | | |
| **Health Education:** Personal health and fitness | 1. What being healthy means and how physical activity helps people to stay healthy **PHF1** | | ✓ | | | |
| **Health Education:** Personal health and fitness | 2. Ways to be physically active every day **PHF2** | | | ✓ | | |
| **Health Education:** Healthy eating | 3. That there are different types of food and drink, with different tastes and textures, and people enjoy different foods **HE2** | | ✓ | | | |
| **Health Education:** Healthy eating | 4. That people often share food together, e.g. during mealtimes or special occasions **HE2 HE3** | | ✓ | | | |
| **Health Education:** Healthy eating | 5. That food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk **HE1 HE4** | | ✓ | | | |
| **Health Education:** Healthy eating | 6. That what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink **HE1 HE4** | | | ✓ | | |
| **Health Education:** Healthy eating | 7. When and how children can make choices about what they eat and drink and who can help them make healthier choices **HE2** | | ✓ | | | |

| Objective | | Changing and Growing Lesson 1 |
|---|---|---|
| **Changing and growing up** | | |
| **Health Eduction**: Developing bodies | 1. About growing and changing from young to old and how people's needs change **DB1** | ✓ |

| Objectives | | Safe Choices Lesson 1 | Safe Choices Lesson 2 | Protecting Our Communities Lesson 2 |
|---|---|---|---|---|
| **Personal safety and first aid** | | | | |
| **Health Education:** Personal safety | 1. What rules are, some basic safety rules and how different rules can help to keep people safe in different situations. **PS1** | ✓ | | |
| **Health Education:** Personal safety | 2. How to recognise potentially harmful or hazardous situations in everyday life, including at home. **PS1** | ✓ | ✓ | |
| **Health Education:** Personal safety | 3. Ways to keep safe when out and about, e.g. near railways, on the street and in busy places. **PS2** | | ✓ | |
| **Health Education:** Personal safety | 4. How to cross the road safely with adult support. **PS2** | | ✓ | |
| **Health Education:** Personal safety | 5. How to keep safe around water, using the water safety code. **PS2** | | ✓ | |
| **Relationships Education:** Being safe | 6. About the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency. **BS4 BS7** | | ✓ | ✓ |
| **Health Education:** Basic first aid | 7. How to dial 999 in an emergency (including from a locked mobile phone), and what to say. **BFA1** | | ✓ | |

| Objectives | myHappymind | Safe Choices Lesson 1 | Friendships and Showing Respect (Bullying) Lesson 3 | Friendships and Showing Respect Lesson 1 | Online Safety Lesson 1 |
|---|---|---|---|---|---|
| **Online life and safety** | | | | | |
| 1. Different ways people use the internet in everyday life **WO1** | | | | | ✓ |
| 2. That not everything on the internet is true or real **WO7** | | | | | ✓ |
| 3. How the internet and digital devices can be used to safely and respectfully communicate with others **WO2 WO4 OSA1** | | | | | |
| 4. That it is important to be kind online; that people's feelings can be hurt by unkindness online **OSA1** | | | | ✓ | ✓ |
| 5. That sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true **OSA2** | | | ✓ | ✓ | |
| 6. Basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people. **WO10 OSA4 OSA5** | | ✓ | | | ✓ |
| 7. How rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices. **WO3 WO5 OSA3** | **Engage Year 2** Lesson 3 | | | | ✓ |

| Objectives | | myHappymind | Friendships and Showing Respect (Bullying) Lesson 3 | Safe Choices Lesson 1 | Online Safety Lesson 1 |
|---|---|---|---|---|---|
| **Online life and safety** | | | | | |
| **Health Education:** Wellbeing online | 8. Some benefits and risks of watching videos or playing games online. **WO6 WO7** | | ✓ | | |
| **Health Education:** Wellbeing online | 9. That not everything on the internet is true or real. **WO7** | **Engage Year 2** Lesson 3 | | | ✓ |
| **Health Education:** Wellbeing online | 10. How to tell a trusted adult if they have worries about something online. **WO11** | | | | ✓ |

| Objectives | | myHappymind | Friendships and Showing Respect (Bullying) Lesson 3 | Safe Choices Lesson 1 | Online Safety Lesson 1 |
|---|---|---|---|---|---|
| **Online life and safety** | | | | | |
| **Health Education:** Wellbeing online | 8. Some benefits and risks of watching videos or playing games online. **WO6 WO7** | | ✓ | | |
| **Health Education:** Wellbeing online | 9. That not everything on the internet is true or real. **WO7** | **Engage Year 2** Lesson 3 | | | ✓ |
| **Health Education:** Wellbeing online | 10. How to tell a trusted adult if they have worries about something online. **WO11** | | | | ✓ |

## Section 2 Economic Wellbeing and Careers Education KS1

| Objectives | Economic Wellbeing Lesson 1 | Economic Wellbeing Lesson 2 |
|---|---|---|
| **Economic wellbeing** | | |
| 1. What money is, how people get money, and what it is used for. | ✓ | ✓ |
| 2. That money needs to be looked after; different ways of doing this, including keeping money in an account. | ✓ | |
| 3. Different ways of paying for things. | ✓ | |
| 4. That money can be saved or spent; that people make different choices about saving and spending money. | ✓ | |
| 5. The difference between needs and wants; that people may not always be able to have the things they want. | ✓ | |

| Objectives | Economic Wellbeing Lesson 1 | Economic Wellbeing Lesson 2 |
|---|---|---|
| **Economic wellbeing** | | |
| 1. What money is, how people get money, and what it is used for. | ✓ | ✓ |
| 2. That money needs to be looked after; different ways of doing this, including keeping money in an account. | ✓ | |
| 3. Different ways of paying for things. | ✓ | |
| 4. That money can be saved or spent; that people make different choices about saving and spending money. | ✓ | |
| 5. The difference between needs and wants; that people may not always be able to have the things they want. | ✓ | |

# Section 1: Relationships (Sex) and Health Education (RSHE)

| Objectives | | myHappymind | Families and Trusted Relationships Lesson 1 | Changing and Growing (Grief) Lesson 1 | myHappymind | Families and Trusted Relationships Lesson 1 | Changing and Growing (Grief) Lesson 1 |
|---|---|---|---|---|---|---|---|
| **Families** | | **LKS2** | | | **UKS2** | | |
| **Relationships Education:** Families and people who care for me | 1. How and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected. **F3** | | ✓ | | | ✓ | |
| **Relationships Education:** Families and people who care for me | 2. That families should provide love, care, protection, and safety for children as they grow up. **F1 F2 F4** | **Relate Year 3** Lesson 1, 4 **Appreciate Year 3** Lesson 4 **Appreciate Year 4** Lesson 4 | ✓ | | **Celebrate Year 5** Lesson 1 **Appreciate Year 5** Lesson 4 **Relate Year 5** Lesson 4 **Relate Year 6** Lesson 1 | ✓ | |
| **Relationships Education:** Families and people who care for me | 3. That there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships. **F4 F5** | **Relate Year 3** Lesson 4 | | | | ✓ | |
| **Relationships Education:** Families and people who care for me | 4. That families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these. **F2** | | | ✓ | | | ✓ |
| **Relationships Education:** Families and people who care for me | 5. What to do and who to talk to if someone is worried about their family or feels unsafe. **F6** | **Relate Year 3** All Lessons **Relate Year 4** All Lessons | ✓ | | **Meet Your Brain Year 5** All Lessons **Meet Your Brain Year 6** All Lessons **Relate Year 5** All Lessons **Relate Year 6** All Lessons | ✓ | |

# Section 1: Relationships (Sex) and Health Education (RSHE)

| Objectives | | myHappymind | Families and Trusted Relationships Lesson 1 | Changing and Growing (Grief) Lesson 1 | myHappymind | Families and Trusted Relationships Lesson 1 | Changing and Growing (Grief) Lesson 1 |
|---|---|---|---|---|---|---|---|
| **Families** | | **LKS2** | | | **UKS2** | | |
| **Relationships Education:** Families and people who care for me | 1. How and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected. **F3** | | ✓ | | | ✓ | |
| **Relationships Education:** Families and people who care for me | 2. That families should provide love, care, protection, and safety for children as they grow up. **F1 F2 F4** | **Relate Year 3** Lesson 1, 4 **Appreciate Year 3** Lesson 4 **Appreciate Year 4** Lesson 4 | ✓ | | **Celebrate Year 5** Lesson 1 **Appreciate Year 5** Lesson 4 **Relate Year 5** Lesson 4 **Relate Year 6** Lesson 1 | ✓ | |
| **Relationships Education:** Families and people who care for me | 3. That there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships. **F4 F5** | **Relate Year 3** Lesson 4 | | | | ✓ | |
| **Relationships Education:** Families and people who care for me | 4. That families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these. **F2** | | | ✓ | | | ✓ |
| **Relationships Education:** Families and people who care for me | 5. What to do and who to talk to if someone is worried about their family or feels unsafe. **F6** | **Relate Year 3** All Lessons **Relate Year 4** All Lessons | ✓ | | **Meet Your Brain Year 5** All Lessons **Meet Your Brain Year 6** All Lessons **Relate Year 5** All Lessons **Relate Year 6** All Lessons | ✓ | |

| Objectives | | myHappymind | Friendships and Showing Respect Lesson 1 | myHappymind | Friendships and Showing Respect Lesson 1 | myHappymind Places |
|---|---|---|---|---|---|---|
| **Friendships** | | **LKS2** | | **UKS2** | | |
| **Relationships Education:** Respectful, kind relationships | 12. About balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others. **RKR1 RKR4** | | | | ✓ | |
| **Relationships Education:** Caring friendships | 13. That friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships. **CF5** | | ✓ | | ✓ | |
| **Relationships Education:** Caring friendships | 14. How to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary. **CF7** | | | **Relate Year 5** Lesson 1, 2 **Relate Year 6** Lesson 1 | ✓ | ✓ |

| Objectives | | myHappymind | myHappymind Places | Friendships and Showing Respect (Bullying) Lesson 2 | Protecting Our Communities Lesson 1 | Protecting Our Communities Lesson 2 | myHappymind | Friendships and Showing Respect (Bullying) Lesson 2 | Protecting Our Communities Lesson 1 | Protecting Our Communities Lesson 2 |
|---|---|---|---|---|---|---|---|---|---|---|
| **Respecting self and others** | | **LKS2** | | | | | **UKS2** | | | |
| **Relationships Education:** Respectful, kind relationships **Health Education:** General Wellbeing | 1.The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others. **RKR1 RKR6 GW1** | **Appreciate Year 3** Lesson 2, 3, 4 **Appreciate Year 4** Lesson 2, 3, 4 | | | ✓ | | **Appreciate Year 5** Lesson 2, 4 **Relate Year 5** Lesson 4 **Relate Year 6** Lesson 1 | | | ✓ |
| **Relationships Education:** Respectful, kind relationships | 2.About diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect. **RKR5 RKR8** | **Celebrate Year 3** All Lessons **Celebrate Year 4** All Lessons **Relate Year 3** All Lessons **Relate Year 4** All Lessons | ✓ | ✓ | | ✓ | **Celebrate Year 5** All Lessons **Celebrate Year 5** All Lessons **Relate Year 5** All Lessons **Relate Year 6** All Lessons | | ✓ | ✓ |
| **Relationships Education:** Respectful, kind relationships | 3.How courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own. **RKR5 RKR7** | **Celebrate Year 3** All Lessons **Celebrate Year 4** All Lessons **Relate Year 3** All Lessons **Relate Year 4** All Lessons | | ✓ | | ✓ | **Celebrate Year 5** All Lessons **Celebrate Year 6** All Lessons **Relate Year 5** All Lessons **Relate Year 6** All Lessons | ✓ | | |
| **Relationships Education:** Respectful, kind relationships | 4.How to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling. **RKR3 RKR4** | | | ✓ | | | | ✓ | | |

| Objectives | | myHappymind | myHappymind Places | Friendships and Showing Respect Lesson 1 | Friendships and Showing Respect (Bullying) Lesson 2 | myHappymind | myHappymind Places | Friendships and Showing Respect (Bullying) Lesson 2 | Protecting Our Communities Lesson 3 |
|---|---|---|---|---|---|---|---|---|---|
| **Respecting self and others continued...** | | **LKS2** | | | | **UKS2** | | | |
| **Relationships Education:** Caring friendships Respectful, kind relationships | 5.Ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise. **CF6 RKR3** | **Relate Year 3** Lessons 1,2 **Relate Year 4** Lesson 1, 2,4 | ✓ | ✓ | | **Meet Your Brain Year 5** All Lessons **Meet Your Brain Year 6** All Lessons **Relate Year 5** Lesson 1, 2,4 **Relate Year 6** Lesson 1 | ✓ | | |
| **Relationships Education:** Respectful, kind relationships | 6.How to respond to situations where they experience disappointment or frustration with others. **RKR3** | **Relate Year 3** Lessons 1,2 **Relate Year 4** Lesson 1, 2 | | ✓ | | | | | |
| **Health Education:** General Wellbeing Wellbeing online **Relationships Education:** Respectful, kind relationships | 7.About different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others. **GW7 RKR9 WO8** | | | | ✓ | | | ✓ | |
| **Relationships Education:** Respectful, kind relationships | 8.What stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes. **RKR10** | | | | | | | | ✓ |
| **Relationships Education:** Respectful, kind relationships | 9.About prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help. **RKR5 RKR6 RKR10** | | | | | | | ✓ | ✓ |

| Objectives | | myHappymind | Changing and Growing (Our Bodies Growing Up) | Safe Relationships Lesson 1 | myHappymind | Changing and Growing (The Big Change) | Changing and Growing (Reproduction) | Safe Relationships Lesson 1 |
|---|---|---|---|---|---|---|---|---|
| **Safe relationships: consent, boundaries and trust** | | **LKS2** | | | **UKS2** | | | |
| **Relationships Education:** Being Safe | 1.The difference between public and private; why something might be private, and when children and adults have a right to privacy. **BS2** | | | | | | | ✓ |
| **Relationships Education:** Being Safe (Sex Education) | 2.About seeking and giving/not giving permission (consent) in different situations with friends, peers and adults. **BS1 BS3** | | | ✓ | | ✓ | | ✓ |
| **Relationships Education:** Being Safe Respectful, kind relationships | 3.What is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries. **BS1 RKR2** | | | ✓ | | | | ✓ |
| **Health Education:** Developing Bodies | 4.About parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts. **DB2** | | ✓ | | | ✓ | | |
| **Relationships Education:** Being Safe | 5.How to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell. **BS3** | | ✓ | ✓ | | ✓ | ✓ | ✓ |

| Objectives | | myHappymind | Safe Relationships Lesson 1 | Changing and Growing (Our Bodies Growing Up) | myHappymind | Safe Relationships Lesson 1 | Safe Relationships Year 6 (FGM) |
|---|---|---|---|---|---|---|---|
| **Safe relationships: consent, boundaries and trust continued...** | | **LKS2** | | | **UKS2** | | |
| **Relationships Education:**<br>Being safe<br>Caring friendships | 6.How to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that. **BS5 CF7** | | ✓ | ✓ | | ✓ | |
| **Relationships Education:**<br>Being safe | 7.About keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe. **BS2** | | | | | ✓ | |
| **Relationships Education:**<br>Being safe<br>Online safety and awearness | 8.Different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult. **BS4 BS6 OSA2** | | | | | ✓ | |
| **Relationships Education:**<br>Being safe | 9.That some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse. **BS5 BS6** | | | | | ✓ | |
| **Relationships Education:**<br>Being safe<br>Families and people who care for me<br>**Health Education:**<br>Developing bodies | 10.That female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk. **BS2 BS3 BS6 F6 DB2** | | | | | | ✓ |
| **Relationships Education:**<br>Being Safe<br>Respectful, kind relationships | 11. How to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard. **BS5 BS6 BS7 RKR11** | | | | | ✓ | |

| Objectives | | myHappymind | myHappymind Places | Healthy Choices Lesson 2 | Friendships and Showing Respect Lesson 1 | Protecting Our Communities Lesson 2 | myHappymind | myHappymind Places |
|---|---|---|---|---|---|---|---|---|
| **Mental health and wellbeing** | | **LKS2** | | | | | **UKS2** | |
| **Health Education:** General Wellbeing | 1.The importance of taking care of mental health and wellbeing, as well as physical health. **GW2** | **All myHappymind Modules** | ✓ | | | | **All myHappymind Modules** | ✓ |
| **Health Education:** General Wellbeing | 2.How to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time. **GW3 GW4 GW5** | **All myHappymind Modules** | ✓ | | | | **Meet Your Brain Year 5** All Lessons **Meet Your Brain Year 6** All Lessons | ✓ |
| **Health Education:** General Wellbeing | 3.About everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends). **GW1** | **All myHappymind Modules** | ✓ | ✓ | ✓ | ✓ | **All myHappymind Modules** | ✓ |
| **Health Education:** General Wellbeing | 4.How feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses. **GW5** | **Meet Your Brain Year 3** All Lessons **Meet Your Brain Year 4** All Lessons | ✓ | | ✓ | | **Meet Your Brain Year 5** All Lessons **Meet Your Brain Year 6** All Lessons | ✓ |
| **Health Education:** General Wellbeing | 5.How to direct attention and manage distractions to support mental health and wellbeing. **GW1** | | | ✓ | | | | ✓ |
| **Health Education:** General Wellbeing | 6.Self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations. **GW1** | **Meet Your Brain Year 3** All Lessons **Meet Your Brain Year 4** All Lessons | ✓ | | | | **Meet Your Brain Year 5** All Lessons **Meet Your Brain Year 6** All Lessons | ✓ |

| Objectives | | myHappymind | myHappymind Places | Friendships and Showing Respect Lesson 2 | Changing and Growing (Grief) Lesson 1 | Changing and Growing (Transition) Lesson 2 | myHappymind | myHappymind Places | Changing and Growing (Grief) Lesson 1 | Changing and Growing (Transition) Lesson 2 |
|---|---|---|---|---|---|---|---|---|---|---|
| **Mental health and wellbeing continued...** | | **LKS2** | | | | | **UKS2** | | | |
| **Health Education:** General Wellbeing | 7.That when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively. GW1 | | ✓ | | | | | ✓ | | |
| **Health Education:** General Wellbeing | 8.How to manage emotional responses to events outside of their control (e.g. climate change or distressing events). **GW5** | | | ✓ | | | | | | |
| **Health Education:** General Wellbeing **Relationships Education:** Caring Friendships | 9.That everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad. **GW3 GW6 CF3** | **All myHappymind Modules** | ✓ | | | | **All myHappymind Modules** | ✓ | | |
| **Health Education:** General Wellbeing | 10.If unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this. **GW10** | | ✓ | | | | | ✓ | | |
| **Health Education:** General Wellbeing | 11. About change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief. **GW8** | | ✓ | | ✓ | | **Year 6** Transition | ✓ | ✓ | |
| **Health Education:** General Wellbeing | 12. About preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition. **GW8** | | ✓ | | | ✓ | **Year 6** Transition **Be Your Best** | ✓ | | ✓ |
| **Health Education:** General Wellbeing | 13.When, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school. **GW9 GW10** | | ✓ | | | | **Year 6** Transition | ✓ | | |

| Objectives | | myHappymind | Healthy Choices Lesson 2 | myHappymind | Healthy Choices Lesson 1 | Healthy Choices Lesson 2 | Safe Choices (Drug Education) Lesson 1 |
|---|---|---|---|---|---|---|---|
| **Keeping healthy and well** | | **LKS2** | | **UKS2** | | | |
| **Health Education:** Health protection and prevention | 1. How to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health. **HPP4** | | | | ✓ | ✓ | ✓ |
| **Health Education:** Health protection and prevention | 2.About the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves. **HPP2** | | | | | ✓ | |
| **Health Education:** Health protection and prevention | 3. How sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep. **HPP3** | **All myHappymind Modules** | ✓ | **Meet Your Brain Year 5** All Lessons **Meet Your Brain Year 6** All Lessons | | | |
| **Health Education:** Health protection and prevention | 4. Why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation). **HPP5 HPP6** | | | | ✓ | ✓ | |
| **Health Education:** Health protection and prevention | 5. The role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health. **HPP1** | | | | ✓ | | |

| Objectives | | myHappymind | Healthy Choices Lesson 1 | Healthy Choices Lesson 2 | myHappymind | Healthy Choices Lesson 1 | Healthy Choices Lesson 2 |
|---|---|---|---|---|---|---|---|
| **Physical activity and nutrition** | | **LKS2** | | | **UKS2** | | |
| **Health Education:** Physical health and fitness | 1.What good physical health means; the characteristics of a balanced, healthy lifestyle. **PHF1** | **All myHappymind Modules** | ✓ | | **All myHappymind Modules** | ✓ | ✓ |
| **Health Education:** Physical health and fitness | 2.The benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines. **PHF1 PHF2** | **Meet Your Brain Year 3** Lesson 5 | | ✓ | **Meet Your Brain Year 5** Lesson 3 | | |
| **Health Education:** Physical health and fitness | 3.About choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain. **PHF3** | **All myHappymind Modules** | ✓ | | **All myHappymind Modules** | ✓ | |
| **Health Education:** Healthy eating | 4. The elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing. **HE1** | | ✓ | | | | |
| **Health Education:** Healthy eating | 5. About the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods. **HE4** | | ✓ | | | | |

| Objectives | | myHappymind | Healthy Choices Lesson 1 | myHappymind | Healthy Choices Lesson 1 | Healthy Choices Lesson 2 |
|---|---|---|---|---|---|---|
| **Physical activity and nutrition continued...** | | **LKS2** | | **UKS2** | | |
| **Health Education:** Healthy eating | 6. How to develop healthier eating and drinking habits and how to manage influences on their choices. **HE1 HE2 HE4** | | ✓ | | | |
| **Health Education:** Healthy eating | 7.Some benefits of preparing meals at home; how to plan and prepare healthy meals. **HE3** | | ✓ | | ✓ | |
| **Health Education:** Physical health and fitness | 8.How and when to speak to adults (including in school) if they are worried about their health. **PHF4** | **All myHappymind Modules** | ✓ | **All myHappymind Modules** | | ✓ |

| Objectives | | myHappymind | Changing and Growing (Our Bodies Growing Up) | Changing and Growing (Period) | myHappymind | Changing and Growing (The Big Change) | Safe Relationships (All Kinds Of Love) |
|---|---|---|---|---|---|---|---|
| **Changing and growing up** | | **LKS2** | | | **UKS2** | | |
| **Health Education:** Developing bodies (Sex Education) | 1.The external genitalia and internal reproductive organs in males and females. **DB1 DB2 DB3** | | ✓ | | | ✓ | |
| **Health Education:** Developing bodies | 2.The emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes. **DB1** | | | ✓ | ✓ | ✓ | |
| **Health Education:** Developing bodies | 3.That people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them. **DB1 DB3** | | | | | | ✓ |
| **Health Education:** Developing bodies | 4.The facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing. **DB3** | | | | ✓ | ✓ | |
| **Health Education:** Developing bodies (Sex Education) | 5.About the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. | | | | | ✓ | |

| Objectives | | myHappymind | Safe Choices Lesson 1 | KS2 First Aid Lesson | myHappymind | Protecting Our Communities 1 |
|---|---|---|---|---|---|---|
| **Personal safety and first aid** | | **LKS2** | | | **UKS2** | |
| **Health Education:** Personal Safety | 1.About the role of rules and laws in keeping people safe. **PS1 PS2** | | | | | ✓ |
| **Health Education:** Personal Safety | 2. About hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances. **PS1** | | ✓ | | | |
| **Health Education:** Personal Safety | 3.How to predict, assess and manage risk in different situations. **PS1** | | ✓ | | | |
| **Health Education:** Personal Safety | 4.Strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety). **PS2** | | ✓ | | | |
| **Health Education:** Basic first aid | 5.What is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds). **BFA2** | | ✓ | ✓ | | ✓ |
| **Health Education:** Basic first aid | 6.When and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them. **BFA1** | | ✓ | ✓ | | ✓ |

| Objectives | | myHappymind | Online Safety Lesson 1 | myHappymind | Online Safety Lesson 1 | Online Safety Lesson 2 |
|---|---|---|---|---|---|---|
| **Online life and safety** | | **LKS2** | | **UKS2** | | |
| **Health Education:** Wellbing online | 1. About ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online. **WO1 WO2** | | ✓ | | ✓ | |
| **Health Education:** Wellbing online | 2.About rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent. **WO4 WO10** | | | | ✓ | |
| **Health Education:** Wellbing online | 3. How content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see. **WO7 WO9 WO10** | | | | | ✓ |
| **Health Education:** Wellbing online | 4.How text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation. **WO7 WO9** | | | | | ✓ |
| **Health Education:** Wellbing online | 5.What AI is (including generative AI) and where it might be encountered in everyday life. **WO1** | | ✓ | | | ✓ |

| Objectives | | myHappymind | Online Safety Lesson 1 | myHappymind | Online Safety Lesson 1 | Online Safety Lesson 2 |
|---|---|---|---|---|---|---|
| **Online life and safety- Risks, rules and wellbeing online** | | **LKS2** | | **UKS2** | | |
| **Health Education:** Wellbing online | 1. Reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing. **WO5** | | ✓ | | | ✓ |
| **Health Education:** Wellbing online **Relationships Education:** Online safety and awearness | 2.The minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users. **OSA3 WO5** | | ✓ | | | |
| **Health Education:** Wellbing online | 3. About the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing. **WO3** | | ✓ | | | |
| **Health Education:** Wellbing online | 4.How AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing. **WO2** | | | | | ✓ |
| **Health Education:** Wellbing online | 5. How to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing. **WO3 WO6** | | | | | ✓ |
| **Relationships Education:** Online safety and awearness | 6.Why and how to use privacy and location settings to protect information. **OSA4** | | | | ✓ | |
| **Relationships Education:** Online safety and awearness | 7.Where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online. **OSA6** | | ✓ | | ✓ | ✓ |

| Objectives | | myHappymind | Online Safety Lesson 1 | Friendships and Showing Respect (Bullying) Lesson 2 | myHappymind | Online Safety Lesson 1 | Friendships and Showing Respect Lesson 1 | Safe relationships Lesson 1 | Friendships and Showing Respect (Bullying) Lesson 2 |
|---|---|---|---|---|---|---|---|---|---|
| **Online life and safety- Safe and respectful behaviour online** | | **LKS2** | | | **UKS2** | | | | |
| **Health Education:** Wellbing online | 1. Similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling. **WO2** | | | | | ✓ | ✓ | ✓ | |
| **Relationships Education:** Online safety and awearness | 2.That the same principles about how to treat others apply in all contexts, including online. **OSA1** | | ✓ | | | | ✓ | | |
| **Health Education:** Wellbing online | 3.How someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous. **WO4** | **Relate Year 3** All Lessons **Relate Year 4** All Lessons | ✓ | ✓ | **Relate Year 5** All Lessons **Relate Year 6** All Lessons | | | | ✓ |
| **Relationships Education:** Online safety and awearness **Health Education:** Wellbing online | 4.Strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online. **OSA1 WO4** | | | | | | ✓ | | |
| **Relationships Education:** Online safety and awearness | 5..About why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support. **OSA2** | | ✓ | | | ✓ | | | |

| Objectives | | myHappymind | Online Safety Lesson 1 | myHappymind | Online Safety Lesson 1 | Online Safety Lesson 2 |
|---|---|---|---|---|---|---|
| **Online life and safety- Safe and respectful behaviour online continued...** | | **LKS2** | | **UKS2** | | |
| **Relationships Education:** Online safety and awearness | 6.The risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet. **OSA5** | | | | ✓ | ✓ |
| **Relationships Education:** Online safety and awearness | 7.How to decide what is appropriate to share online and what should not be shared. **OSA4** | | ✓ | | ✓ | |
| **Health Education:** Wellbing online | 8.The importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online. **WO11** | | ✓ | | ✓ | |

# Section 2: Economic Wellbeing and Careers Education

| Objectives | myHappymind | Economic Wellbeing Money Lesson 1 | Economic Wellbeing Money Lesson 2 | Careers and Aspirations Lesson 1 | myHappymind | Economic Wellbeing Money Lesson 1 | Careers and Aspirations Lesson 1 |
|---|---|---|---|---|---|---|---|
| **Economic wellbeing** | **LKS2** | | | | **UKS2** | | |
| 1.That people have different attitudes towards saving and spending money. | | ✓ | ✓ | | | ✓ | ✓ |
| 2.What influences people's decisions about saving and spending, including individual priorities, needs and wants. | | ✓ | | | | ✓ | |
| 3.How money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to. | | | | | | ✓ | |
| 4.That what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics). | | | | ✓ | | | |
| 5.Different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account. | | ✓ | | | | | |
| 6. Advantages and disadvantages of different ways of paying for things. | | ✓ | | | | ✓ | |

| Objectives | myHappymind | Economic Wellbeing Money Lesson 1 | Careers and Aspirations Lesson 1 | myHappymind | Economic Wellbeing Money Lesson 2 | Careers and Aspirations Lesson 1 | Careers and Aspirations Lesson 2 |
|---|---|---|---|---|---|---|---|
| **Careers education: aspirations, learning and work** | **LKS2** | | | **UKS2** | | | |
| 1.To recognise their achievements and personal strengths; how to set targets to help achieve their goals. | **Celebrate Year 3**<br>All Lessons<br>**Celebrate Year 4**<br>All Lessons<br>**Engage Year 3**<br>All Lessons<br>**Engage Year 4**<br>All Lessons | | ✓ | **Celebrate Year** 5<br>All Lessons<br>**Celebrate Year 6**<br>All Lessons<br>**Engage Year 5**<br>All Lessons<br>**Engage Year 6**<br>All Lessons | | | ✓ |
| 2. To identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy. | | | ✓ | | | | ✓ |
| 3.That there is a broad range of different jobs that people can have; that people often have more than one type of job during their career. | | | ✓ | | | ✓ | |
| 4.That a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways. | | | | | | ✓ | |
| 5.How different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career. | | | ✓ | | | | ✓ |

| Objectives | myHappymind | Economic Wellbeing Money Lesson 1 | Careers and Aspirations Lesson 1 | myHappymind | Economic Wellbeing Money Lesson 2 | Careers and Aspirations Lesson 1 | Careers and Aspirations Lesson 2 |
|---|---|---|---|---|---|---|---|
| **Careers education: aspirations, learning and work continued...** | **LKS2** | | | **UKS2** | | | |
| 6.That people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. | | | ✓ | | ✓ | | |
| 7.That there are different routes into careers (e.g. college, apprenticeship, university). | | | | | | ✓ | ✓ |
| 8.About the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes. | | | ✓ | | | | ✓ |

# Whole School Coverage Document

**Mental Health and Wellbeing** **Relationships** **Online Safety** **Citizenship** **Economic Wellbeing**

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| | **Theme & Skills** | **Theme and Skills** | **Theme and Skills** | **Theme and Skills** | **Theme and Skills** | **Theme and Skills** |
| **Reception**<br>**My Happy Mind** | **Meet Your Brain / Ready to Shine**<br>• What the brain looks like<br>• The role of the brain<br>• The importance of looking after our brain | **My HappyMind Places**<br>**Celebrate**<br>• How Character Strengths make us unique and special<br>• Celebrate differences | **Appreciate**<br>• What appreciation is<br>• How to show gratitude | **Relate**<br>• The importance of listening to others<br>• How to develop good listening skills | **Engage**<br>• What Goal Setting is<br>• Why goals are important | **My Happy Body**<br>• Manage their own personal hygiene needs.<br>• Know and talk about the different factors that support their overall health and well-being.<br>**My Happy Relationships**<br>• Build constructive and respectful relationships<br>• Continue developing positive attitudes about the differences between people.<br>• Express their feelings and consider the feelings of others.<br>• Show resilience and perseverance in the face of challenges.<br>• Identify and moderate their own feelings socially and emotionally.<br>• Think about the perspectives of others.<br>**My Happy World (2)**<br>• Name and describe people who are familiar to them.<br>• See themselves as a valuable individual. |
| **Personal Development & Enrichment** | **Visit to the local shop**<br>**Visit from a baby/younger sibling to create a 'life timeline'**<br>**Visit from an Emergency Service to find out about 'real life' superheroes in our community.** | **Christingle at St Peters**<br>**Nativity performance to tell the story of the first Christmas**<br>**Diwali Visitor** | **Visit to the Forest School to trace the Gruffalo's steps.**<br>**Retelling the story of the Chinese Zodiac in the Chinese New Year Assembly** | **Planting growing and caring for plants.** | **Looking after caterpillars and watching them change into butterflies.**<br>**Making fruit kebabs** | **White Post Farm visit**<br>**Reception Class Wedding**<br>**Nottingham University Gardening**<br>**Careers Week** |

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| **Year 1**<br>**MyHappymind Plus** | **Meet Your Brain**<br>• Learning about key parts of the brain<br>• What happens in their brain when<br>• they feel different emotions<br>• The benefits of calming strategies<br>**myHappymind Places**<br>• Naming feelings<br>• Managing feelings | **myHappymind Places**<br>**Celebrate**<br>• What character is and how character makes us special.<br>• What are character strengths and why we should use them<br>• Know which character strengths we use the most.<br>**Relationships – Showing respect and managing hurtful behaviour**<br>• What bullying is and how it can make people feel.<br>• What we can do to stop it from happening.<br>• How it is important to be kind online and that people's feelings can be hurt by unkindness online. | **Appreciate**<br>• What 'appreciate' means, what we appreciate, and how to show appreciation.<br>• How to appreciate others, experiences and themselves.<br>• Learn that showing gratitude makes them feel good.<br>• How Happy Breathing exercises help us appreciate the things we might forget.<br>• By practising giving gratitude our brains will improve at appreciating things and people (neuroplasticity)<br>• When we give and receive gratitude, it makes Team H-A-P happy and they can work well together.<br>**Healthy Choices**<br>• How to stay healthy<br>• Healthy choices that make us feel good.<br>• Hygiene routines that keep us healthy and people who help us to stay healthy (teeth). | **Relate**<br>• Relate means to get along with others and understand another person, and that they can relate with others in different ways.<br>• How their Character Strengths help them get along with others and that it is ok that we are all different.<br>• What Active Listening is.<br>• What 'Stop, Understand and Consider' means and how this can help them with friendship issues.<br>• That Happy Breathing can help them if they have big emotions when falling out with friends.<br>**Families and positive close relationships**<br>• How families can differ from others.<br>• What families do to help us feel loved and cared for.<br>• Understand who are the people who help us and who we can talk to when we need help. | **Engage**<br>• What engage means and what types of things they can engage in.<br>• When they engage in something and feel happy, they can do the activity better.<br>• They can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby.<br>• How to set a class goal using the 3 steps.<br>• That setting goals and achieving them can make Team H-A-P happy too.<br>• That just because they can't do something straight away, it doesn't mean they won't be able to in the future.<br>**Protecting Our Communities**<br>• How to care for people, animals and the environment.<br>• The importance of rules in protecting our world.<br>• Identify important jobs people to do help others in our community.<br>• Different groups and communities we belong to and the roles and responsibilities we have in these. | **Growing and Changing & Transition**<br>• How we grow and change as we age.<br>• Changes and how they affect us.<br>• How to apply our myHappymind learning to help us with starting a new class. |
| **Personal Development & Enrichment** | **Rosa Parks Assembly**<br>**Head Boy & Head Girl votes** | **Windmill Gardens**<br>**Cinema**<br>**Christingle at St Peters**<br>**Nativity**<br>**Anti Bullying Week** | **Nottingham Castle**<br>**Safer Internet Day**<br>**Dentist Visit** | **Easter Bonnets Craft with Family** | **National Numeracy Day** | **Woodside Wildlife Park**<br>**Careers Week** |

| Year 2<br>**My Happy Mind Plus** | **Meet Your Brain**<br>• What their brain looks like and that it is fully grown by the age of 6.<br>• Our brain helps us to make good decisions and remember what we have learnt.<br>• That the Amygdala causes them to Fight, Flight or Freeze.<br>• Reflect and think of examples of how they use each of Team H-A-P.<br>• When we learn something new, our brain remembers it and grows.<br>• About Neuroplasticity and examples of how they can use it to help them.<br>• How they can use Happy Breathing to help Team H-A-P work as a team, but also how Happy Breathing can help with Neuroplasticity.<br>**My Happy Mind Places** | **My Happy Mind Places**<br>**Celebrate**<br>Recap the 5 character strengths, think about what each strength means and some examples of the strengths in action.<br>1. Love and Kindness<br>2. Bravery and Honesty<br>3. Exploring and Learning<br>4. Teamwork and Friendship<br>5. Love of Life and our World<br>• When we use our Character Strengths, we can be our very best selves and that we all have our own unique set of strengths, and we are all different.<br>• What Neuroplasticity is and how we can grow our Character Strengths if we practise using them.<br>• About how to recognise the Character Strengths in themselves.<br>• How to think about which Character Strengths they would like to grow or use more of. | **Appreciate**<br>• That being thankful or having gratitude are other words for appreciating.<br>• What the Wheel of Gratitude is and that it is important to focus on all parts of the Wheel of Gratitude: themselves, others, and experiences.<br>• That when we show gratitude to someone, it makes them feel good.<br>• When we make someone feel good, it makes us feel good too. This is because a special chemical gets released into our brains which makes us feel amazing.<br>• That Team H-A-P loves it when we appreciate ourselves, so it is important to be kind to ourselves and others.<br>• How being grateful for ourselves can be hard and Happy Breathing can help us.<br>**Safe Choices**<br>• How to keep ourselves safe and healthy in different places.<br>• Identify risks in everyday situations.<br>• How to stay safe outside our homes.<br>**Online Safety**<br>• How the internet and digital devices can be used safely.<br>• How to communicate safely through digital devices. | **Relate**<br>• That we relate to different people in different ways and that different people relate differently, too.<br>• How their Character Strengths can help them get along with other people.<br>• We all have different strengths, which is ok.<br>• It is ok that some people react differently to them and that, just because their reaction is different, it isn't wrong.<br>• How to spot the characteristics of a good friend and recognise this in themselves.<br>• How to actively listen and why this helps them to get along with others.<br>• What happens if they don't actively listen and how this can affect their ability to get along with others.<br>• Team H-A-P feels happy when we actively listen because we are using all parts of the team.<br>• How to 'Stop, Understand and Consider' and why it is important to do this before responding.<br>• How Happy Breathing can help them with friendship issues by keeping them calm.<br>**Friendships and Showing respect**<br>• Making friends, being kind, and treating each other with respect.<br>• What it means to listen and share our opinions.<br>• Understand how others feel and how to solve friendship problems in a polite, kind and respectful way.<br>• What to do if a friendship is making us unhappy. | **Engage**<br>• When they feel good, they do good.<br>• Goal Setting is a good way to help us achieve what we want.<br>• If we set goals, we are more likely to achieve them.<br>• The 3 steps to set a goal and practise setting goals as a class.<br>• How Happy Breathing can help when goals are tricky.<br>**Economic Wellbeing**<br>• Explore money and where it comes from.<br>• Discuss choices around saving and spending money.<br>• The difference between thing we want and things we need. | **Safe Relationships**<br>• The difference between safe and unsafe secrets and why it's important not to keep certain secrets.<br>• Why it is essential to ask permission for things that we are unsure about.<br>• Privacy, safe and unsafe relationships.<br>• What to do if someone makes them feel uncomfortable or unsafe.<br>• Practise saying "no" to things we don't want to do<br>**My Amazing Body**<br>• Some parts of the body are private and have correct names.<br>• Our body belongs to us.<br>• How to recognise safe and unsafe touch.<br>• Who we can talk to if something feels worrying, uncomfortable or unsafe.<br>**Growing and Changing - Transition**<br>• How to apply our myHappymind learning to help us with starting a new class. |
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| **Personal Development & Enrichment** | **Space Day**<br>**Head Boy & Head Girl votes** | **Artefact loan box – History**<br>**Pantomime**<br>**Dragon Egg**<br>**Christingle at St Peters**<br>**Nativity** | **Safer Internet Day**<br>**Hajj – Parent talk** | **Windmill Gardens**<br>**Easter Bonnets Craft with Family** | **National Numeracy Day**<br>**Maths Roadshow** | **Sherwood Forest**<br>**Windmill Gardens**<br>**Class Assembly**<br>**Careers Week** |

| Year 3<br>MyHappymind Plus | **Meet Your Brain**<br>• How to focus their mind to help them train their brain.<br>• About Team H-A-P and their roles in more detail.<br>• How our emotions impact Team H-A-P and how to support their brains to relax when feeling sad, stressed or worried.<br>• Why our Amygdala behaves the way it does and how evolution has shaped how it works.<br>• How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practise.<br>• About Neurons and Neural Pathways and the role they play in learning.<br>• How to look after their brains to help them to be at their best.<br>**My Happy Mind Places** | **My Happy Mind Places**<br>**Celebrate**<br>• We all have 24 Character Strengths but in different amounts.<br>• We will focus on the 5 main categories of Character Strengths and think about them like a pick and mix bag of sweets.<br>• Half of our character is set by genetics and the other half from our experiences.<br>• Our character can grow based on our experiences, just like their brains do with Neuroplasticity.<br>• Why it is important to spot strengths in others and how they can be used.<br>• That strengths can help them to approach difficult situations.<br>• When they use their Character Strengths, they can be their best selves because they are feeling happy, safe, and calm, and this makes Team H-A-P happy. | **Appreciate**<br>• Happy Breathing can help us appreciate the little things we may forget.<br>• That the more they show gratitude, the easier it is - they can use Neuroplasticity.<br>• How to develop an Attitude of Gratitude<br>• What happens when we give gratitude and how the giver and receiver feel.<br>• Dopamine gets released in their brain when they give gratitude and that this helps Team H-A-P work together.<br>• How Dopamine can especially help the Amygdala stay calm and that even the thought of gratitude can release Dopamine.<br>• How when they appreciate themselves and feel good about their strengths, they will use them even more.<br>• They can use Character Strengths to appreciate others too.<br>**Healthy Choices**<br>• How to make healthy choices and why they are so important.<br>• What makes a healthy diet.<br>• Learn how to have a balanced, healthy lifestyle.<br>• How sleep and exercise can contribute to this. | **Relate**<br>• Their strengths can be really helpful in friendships by helping them to accept other people's differences and how this is a good thing.<br>• When they face differences in opinions or challenges with friendships, it can be hard to remember we all have differences.<br>• 'Stop, Understand and Consider' can help them with friendships.<br>• Everyone sees things differently and that this is a positive thing.<br>• They can ask 'what do you think about that?' to help them better understand and relate to others.<br>• The more they practise seeing other perspectives, the more the brain will remember it.<br>• Neuroplasticity works with relating to others too.<br>• We normally choose our friends because of their character.<br>• We all see things from different perspectives; friends can help us solve problems by approaching them differently.<br>• Active Listening can help their friendships and what happens if they don't Actively Listen with their friendships.<br>• When we listen to friends, they will know that we care for them<br>**Friendships and showing Respect**<br>• What makes a positive, healthy friendship.<br>• Why friendships are important for our wellbeing.<br>• How to handle changes or challenges in our friendships | **Engage**<br>• How their feelings affect their ability to do well in an activity and learn that they have to feel good to do good.<br>• What Big Dream Goals are.<br>• How to use perseverance and resilience to help them not give up on something.<br>• That they have to 'Believe to Achieve'.<br>• How to set their own Big Dream Goals.<br>**Protecting Our Communities**<br>• How to care for people, animals and the environment.<br>• We will practise talking about our ideas and respecting different opinions.<br>• What makes up our community.<br>• How people contribute to our communities and the benefits of living in a diverse community. | **Growing and Changing – Grief**<br>• How change can affect our feelings.<br>• Explore ways to express and manage grief when someone we care about passes away<br>**Growing and Changing – Transition**<br>• Celebrate the amazing things you've achieved this year and discuss how to prepare for the move to a new class.<br>**RSE: Our Amazing Body**<br>• We are learning the correct names for external genitalia and internal reproductive organs.<br>• We are learning why using the correct names for body parts is important.<br>• How to recognise safe and unsafe touch.<br>• What to do and who to tell if something feels wrong. |
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| | | | | **Families and Trusted Relationships**<br>• Different relationships and families.<br>• How to get help if something doesn't feel right. | | |
| **Personal Development & Enrichment** | **Captivating creatures**<br>**Head Boy & Head Girl votes**<br>**Capital One visitor**<br>' | **Pantomime**<br>**Christingle at St Peters**<br>**Road Safety Week** | **Windmill Gardens – Rocks and Soils**<br>**Safer Internet Day Thrive' Keeping Healthy workshops** | **Cresswell Crags**<br>**Easter Bonnets Craft with Family** | **National Numeracy Day**<br>**Maths Roadshow**<br>**Hindu Temple Visit**<br>**Egyptians Day with Partake Theatre** | **Sea Life Centre**<br>**Careers Week** |

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| **Year 4**<br>**MyHappymind Plus** | **Meet Your Brain**<br>• How to train their minds to focus on whatever they want. (this is Neuroplasticity) and they can do anything they put their mind to.<br>• How they use each part of Team H-A-P and reflect on when they use them to develop their understanding.<br>• How the Amygdala reacts to real and perceived danger.<br>• What triggers their own Amygdala to fight, flight and freeze, and how they can train their brain to calm their Amygdala down.<br>• The brain's structure and how Neurons carry messages to create Neural Pathways.<br>• How Neural Pathways help us to form habits.<br>• How to look after their brains and what happens if they don't.<br>• How our minds can feel like a snow globe, leaving us unable to see clearly.<br>**My Happy Mind Places (2)** | **My Happy Mind Places**<br>**Friendship and Showing Respect – Bullying**<br>• How to show respect to others and ourselves.<br>• How to stop bullying.<br>**Celebrate**<br>• We all have 24 Character Strengths, but in different amounts.<br>• Identify their top Character Strengths.<br>• Why Strengths Spotting is so powerful and how the best way to learn about strengths is by noticing them.<br>• How when we spot strengths over and over, we will build Neural Pathways to create a habit.<br>• That Character Strengths can help them solve problems and that everyone uses different strengths.<br>• Character Strengths can always help them.<br>• That Team H-A-P loves it when we use our Character Strengths because Dopamine gets released in the brain to help us perform at our best. | **Appreciate**<br>• How they can develop an Attitude of Gratitude at home and school.<br>• How to create a Gratitude Domino Effect - when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too.<br>• That the more time they think about gratitude, the stronger the Neural Pathways get and the easier it is to give gratitude. This is because of Neuroplasticity, and we need to make it a habit.<br>• How giving gratitude can help us get through tough times, and when we can see everything we are grateful for, it makes the problems we face a little easier to manage.<br>**First Aid**<br>• First aid and what to do in an emergency.<br>**Online Safety**<br>• Discuss how to use digital devices safely.<br>• Explore the benefits of the internet and how to balance screen time.<br>• How to protect our personal information. | **Relate**<br>• When they use Stop, Understand and Consider, it gives them time to pause, understand where others are coming from and consider how to respond best.<br>• When they see things from different perspectives, their brain will remember and grow; this helps children to build better relationships.<br>• Friends can help them see things from a different perspective and that's why we should talk to our friends about our problems.<br>• Why it is important to show gratitude to their friends when they help.<br>• That the skills needed to listen actively can help them to 'Stop, Understand and Consider'.<br>• That it is important to listen to your friends and ask about their feelings and opinions to be a good friend.<br>• That it is also important for them to talk to friends too.<br>**Safe Relationships**<br>• How to show privacy and set personal boundaries.<br>• What to do if someone pressures us to do something unsafe or uncomfortable | **Engage**<br>• That to engage means to pay attention and put effort into something.<br>• How their feelings affect their ability to do well in an activity and learn that they have to feel good, to do good.<br>• What Big Dream Goals are.<br>• How to use perseverance and resilience to help them not give up on something.<br>• That they have to Believe to Achieve.<br>• How to set their own Big Dream Goals<br>**Safe Choices**<br>• How to spot dangers and stay safe at home and when we're out and about.<br>• How to manage risks wherever we are, including around fireworks | **Economic Wellbeing**<br>• We will discuss money and how we made choices when spending it<br>• Explore the difference between needs and wants.<br>• How we can keep track of money.<br>• Why people choose to save or spend their money differently.<br>• How our choices can affect other's and our environment.<br>• Explore different jobs people can have and what skills are important for these jobs.<br>• What jobs we might want to do when we are older.<br>**Growing and Changing – Transition**<br>• We will celebrate the amazing things you've achieved this year and discuss how to prepare for the move to a new class.<br>**RSE**<br>• The physical changes that happen during puberty.<br>• The emotional changes that can happen during puberty.<br>• Understand that everybody experiences puberty differently and that these changes are a normal part of growing up.<br>• Strategies that can help us look after our physical and emotional wellbeing during puberty. |
| **Personal Development & Enrichment** | **Head Boy & Head Girl votes**<br>**Viking Workshop**<br>**Capital One visitor** | **Windmill Gardens**<br>**St Peter's Church – Christingle & Symbolism**<br>**Road Safety Week** | **Southwell Minster – Romans**<br>**Safer Internet Day** | **Perlethorpe – Victorians**<br>**Easter Bonnets Craft with Family** | **National Numeracy Day**<br>**Maths Roadshow**<br>**Into University** | **Heights of Abraham**<br>Local Area Walk<br>**Careers Week** |

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| **Year 5**<br>**MyHappyMind Plus** | **Meet Your Brain**<br>• The difference between their brain and mind.<br>• More detail about each part of the brain and why they work the way they do.<br>• How they can train their brains in times of stress by using Happy Breathing when their Amygdala gets triggered.<br>• About how others react differently to them and that we all have different triggers that cause us to Fight, Flight or Freeze.<br>• How to more intentionally look after their brains to keep them healthy.<br>• About the hormones in their brain and how they can manage them, including Dopamine and Cortisol.<br>**My Happy Mind Places (2)** | **My Happy Mind Places (2)**<br>**Celebrate**<br>• How the 24 Character Strengths are organised into 6 key Virtues: Wisdom, Courage, Humanity, Justice, Temperance, and Transcendence.<br>• That Strengths Spotting shows children how strengths can be used in different ways.<br>• They still have all 24 Character Strengths but, when they use their Top 5, Team H-A-P feels at its best.<br>• How they can move their strengths around and grow strengths by practising them through Neuroplasticity.<br>• When they stop and reflect on using their strengths, their Hippocampus will store it as a memory.<br>• When faced with a similar situation, they can remember how that strength can help.<br>• How Strengths Spotting can help Team H-A-P feel happy as when we use our strengths, Dopamine gets released, and we feel confident.<br>• Using our strengths can help us manage our Cortisol levels. | **Appreciate**<br>• What appreciation means and think of ways to show appreciation to others.<br>• What they should focus on when thinking about gratitude.<br>• Why it is important to tell others that we're grateful for them and how it makes others feel good when we create a Gratitude Domino Effect<br>• How gratitude helps our bodies stay calm and releases Dopamine. This then helps to keep Team H-A -P happy and the Amygdala calm.<br>• That when we regularly give and receive gratitude, Dopamine will continuously be released, and even thinking about experiences or people we are grateful for releases Dopamine.<br>• The more we think about gratitude, the stronger the Neural Pathways get and the easier it becomes.<br>• That an Attitude of Gratitude helps us to see all things we are grateful for and makes the problems we face a little easier.<br>• That often the hardest category to think about gratitude for is ourselves.<br>**Healthy Choices**<br>• How to look after our physical health.<br>• The positive and negative effects of habits. | **Relate**<br>• What their Top 5 Strengths are and which Virtue they fall under.<br>• When they see things from different perspectives, they are using their Prefrontal Cortex and then their brain can remember this and store it in their Hippocampus.<br>• They can train their brain to notice how people use their strengths differently. Strengths help release Dopamine and make Team H-A -P happy, calm and relaxed.<br>• That you are more likely to see different strengths and perspectives positively when Team H-A -P is working as a team.<br>• We can do Happy Breathing to stay calm when facing challenging situations and see other people's perspectives.<br>• Friends can help solve problems, and it is important to show gratitude towards them. This can help develop an Attitude of Gratitude, and the Gratitude Domino Effect makes everyone feel good.<br>• Skills needed to listen actively and how this will help them to 'Stop, Understand and Consider'. They will understand why this is so important in friendships.<br>**Friendships and Showing Respect**<br>• What makes friendships healthy, how online friendships differ from in-person ones and how peer pressure can affect them<br>• We will discuss how we should ask for help if a | **Engage**<br>• How to set goals linked to transition, which they can work toward to help them feel more comfortable with what is ahead.<br>• How to recognise their concerns and define strategies to overcome them.<br>• How they can use their strengths to leverage the opportunities that they are excited about.<br>• How to create goals around leveraging and practising the tools they have learned as they progress through to the next year of school.<br>**Safe Relationships**<br>• That people may experience different feelings, including crushes and attraction, as they grow and develop.<br>• That attraction can be experienced in different ways and that everyone's experiences are unique.<br>• The importance of respecting different identities and relationships.<br>• How how kindness, respect and inclusion help everyone feel that they belong. | **Economic Wellbeing**<br>• How people make spending decisions based on priorities, needs, and wants.<br>• Identify the risks involved with money and how money can affect people's emotions.<br>• Explore different jobs and careers, what influences people's career choices, and what jobs we want to do when we're older.<br>• What we learned about the future jobs we're interested in and set goals to help us work towards them.<br>• Why setting goals is important and how staying motivated can help us achieve them.<br>**Growing and Changing – Grief**<br>• Identify how change can affect our feelings.<br>• Explore ways to express and manage grief when someone we care about passes away.<br>**Growing and Changing – Transition (1)**<br>• We will celebrate the amazing things you've achieved this year and discuss how to prepare for the move to a new class.<br>**RSE**<br>• Understand that periods are a normal and healthy part of growing up for bodies with female reproductive systems.<br>• What happens during the menstrual cycle and why periods occur.<br>• Ways to manage periods and look after ourselves during puberty<br>Revisit Year 4:<br>• The physical changes that happen during puberty.<br>• The emotional changes that can happen during puberty.<br>• Understand that everybody experiences puberty |

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| | | | | friendship makes us feel uncomfortable<br>**Families and Trusted Relationships**<br>• Different types of families and relationships. | | differently and that these changes are a normal part of growing up.<br>• Strategies that can help us look after our physical and emotional wellbeing during puberty. |
| **Personal Development & Enrichment** | **Attwell Farm visit**<br>**Forest School**<br>**Head Boy & Head Girl votes**<br>**Capital One visitor**<br>**Pythian Club Workshops** | **Roots of Empathy**<br>**Forest School**<br>**Christingle at St Peters**<br>**Road Safety Week**<br>**Pythian Club Workshops** | **Roots of Empathy**<br>**Forest School**<br>**Safer Internet Day** | **Roots of Empathy**<br>**Holocaust Centre**<br>**Forest School**<br>**Easter Bonnets Craft with Family** | **National Numeracy Day**<br>**Roots of Empathy**<br>**Voice Choice**<br>**Forest School** | **Cleethorpes**<br>**Roots of Empathy**<br>**Gurdwara Visit**<br>**Careers Week** |

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| Year 6<br>My Happy Mind | **Meet Your Brain**<br>• Our brain and how it works.<br>• How our feelings impact our brain.<br>• Different ways to look after our brains so we can be our best selves.<br>• How to develop healthy habits to look after our mind.<br>**My Happy Mind Places (2)** | **Protecting Our Communities**<br>• Why rules and laws exist, the importance of human rights and how rights and responsibilities are linked.<br>• Discussing ideas and respecting different opinions by having a class debate.<br>**Friendship and Showing Respect (Bullying)**<br>• Learn about bullying, both online and offline.<br>• How we can respond to bullying and challenge hurtful behaviour.<br>**Celebrate**<br>• What character is.<br>• How we can use our Character Strengths to be at our best.<br>• Each of the 6 Virtues and 24 Character Strengths.<br>• Our own strengths and which ones we would like to grow.<br>**Protecting Our Communities**<br>• What makes communities special, why we should value diversity, and how to challenge unfair ideas or actions. | **Appreciate**<br>• About the importance of gratitude.<br>• How to be grateful for ourselves, others and experiences.<br>• How to establish an Attitude of Gratitude and how it can help us to be the best that we can be.<br>• How to practise sharing gratitude with others and the positive effects this has on our wellbeing.<br>**First Aid**<br>**Safe Choices**<br>• Learn about drugs, alcohol and tobacco and why people make choices around using them.<br>• About different laws that are in place surrounding drugs, alcohol and tobacco and how we can seek help if we are worried about anything to do with this topic.<br>**Online Safety**<br>• The benefits and disadvantages of using the Internet and social media.<br>• Explore age restrictions and how to stay safe online.<br>• Discuss how to make decisions about the information we see online.<br>• Explore how to tell if something we see online is reliable, why some websites show us different information and how companies can use our data. | **Relate**<br>• How to have good relationships with others.<br>• About Active Listening and how to use it to build relationships with others.<br>• How our Character Strengths can help us to get along with and relate to others.<br>**Safe Relationships**<br>• How to build safe and respectful relationships.<br>• Privacy, boundaries, consent, and what to do if something feels unsafe or uncomfortable.<br>• Know that everybody has rights, including the right to feel safe and have their body respected.<br>• How to recognise warning signs that someone may need help or support.<br>• Who to speak to and how to get help if we are worried about ourselves or someone else. | **Engage**<br>• How effectively we are using the habits learnt and how we can use them even more.<br>• How to help ourselves feel good and do good.<br>• How Goal Setting can help us to achieve even more.<br>**Be Your Best (Pre SATs)**<br>• Session 1 - Intro and Creating a Positive Mindset<br>• Session 2 - Getting Mentally Fit<br>• Session 3 - Remembering who YOU are<br>• Session 4 - The Importance of Active Listening<br>• Session 5 - Goal Setting<br>• The day before -Session 6 - Be Your Best Checklist<br>**Yoga also in this half term to support wellbeing and develop mindfulness** | **Transition Programme**<br>• We will celebrate the amazing things you've achieved this year and discuss how to prepare for the move to a new school.<br>**This will also be supported by transition days to secondary and meeting their new teachers in our school.**<br>**RSE – How Life Begins**<br>• How human life begins through reproduction.<br>• The roles of eggs, sperm and fertilisation in creating new life.<br>• How a baby grows and develops during pregnancy.<br>• About consent, respect and the importance of personal choice in relationships.<br>• We are learning that adults can choose whether or when to have a baby.<br>• We are learning about contraception and how it can help prevent pregnancy.<br>• How babies need love, care and support to grow and develop.<br>• That caring for a baby is a big responsibility. |
| **Personal Development & Enrichment** | **Music Camp**<br>**Head Boy & Head Girl votes**<br>**Bikeability**<br>**Safety Zone**<br>**Into University**<br>**Capital One visitor**<br>**Pythian Club Workshops** | **Christmas Carol Production**<br>**Victorian Christmas at Wollaton Hall**<br>**Christingle at St Peters**<br>**Road Safety Week**<br>**Pythian Club Workshops** | **Safer Internet Day** | **Church visit**<br>**Easter Bonnets Craft with Family**<br>**Windmill Gardens** | **Sponsored Walk**<br>**London Residential**<br>**National Numeracy Day** | **Nottingham Citizens**<br>**Great Project**<br>**Into University transition**<br>**Islamic Centre visit**<br>**Careers Week** |

# How we assess in PSHE

## During the lesson sequence:

The myHappymind+ lesson structure provides ongoing opportunities for teachers to assess children's understanding, engagement and ability to apply the taught wellbeing strategies. Assessment is continuous through observation, discussion, pupil reflections and participation throughout lessons.

**Connect and Reflect:** At the start of each lesson, children revisit previous learning through discussion, reflection questions and class conversations. This enables teachers to assess what children remember from earlier sessions and identify any misconceptions or gaps in understanding. Where needed, key concepts and strategies will be revisited to support all learners.

**Explore and Apply:** Throughout the lesson, children engage in activities, partner discussions and practical opportunities to explore the learning. Teachers assess pupils' understanding through questioning, observations and responses, focusing on how well children can explain concepts, recognise emotions and identify appropriate wellbeing strategies.

**Reflect and Share:** The final part of the lesson provides an opportunity for children to reflect on their learning and consider how they can apply it in their daily lives. Teachers assess understanding through pupil feedback, discussion, quizzes and reflective activities, identifying any children who may require additional support or reinforcement before future lessons.

### After the Unit

At the end of each myHappymind+ module, teachers use a range of evidence to assess pupils' progress, including participation in discussions, reflections, application of strategies and pupil voice. Children are encouraged to reflect on how their knowledge, understanding and wellbeing skills have developed over the unit and how they can continue to apply these in school and beyond.

Assessment information is used to inform future teaching, identify any pupils requiring additional or pastoral support, and celebrate progress in developing positive mental wellbeing, self-awareness, resilience and relationships.