



Sacred Heart Catholic Primary School

HRSE Policy

1. Vision and Mission.

In Sacred Heart Catholic Primary School, we strive to ensure a happy and secure community with Christ at our centre working and worshipping together. Our mission is to send out confident and caring children ready to achieve their full potential.

Vision for Human Relationships and Sex Education.

At Sacred Heart School we are inspired by Jesus to be the very best we can be. We look after one another and show respect and love through our relationships with one another. Jesus is invited into our hearts. In the Beatitudes, Jesus invites us to lead a full life with him by explaining what makes people blessed or happy. This is about understanding how loving our neighbour enables us to be happy too. Therefore, having a good relationship with ourselves and the other people in our lives makes us grow and flourish and we respect that everyone is a unique and beautiful part of God's creation. We are all children of God, called to grow in love for him through the person of Jesus Christ and to spread the Good News through the action of the Holy Spirit.

2. Procedures

The following groups have been consulted as part of producing this policy.

- Staff
- Governing body
- Parents
- Diocesan Education Service
- Wider community

This was discussed initially at a staff meeting, parents were informed on the website and was also discussed at the Governors meeting where the Parish priest, was given a copy to take to the Parish Council meeting.

In consultation with the Governing Body, the policy will be implemented in 2022, reviewed every two years, by the Head teacher, HRSE Co-ordinator, the Governing Body and school Staff.

The policy will be circulated to all members of the Governing Body and all members of staff. The school website contains a statement about HRSE teaching and details of where to obtain a full copy of the policy upon request. The Education Service will be sent a copy of the school's HRSE policy and it is the duty of the Governing Body to ensure that this is up to date.

3. Rationale

As a primary school in the Diocese of Lancaster Education Service, we use the term Human Relationships and Sex Education (HRSE) as it believes that relationships education is about all aspects of growing a fulfilled and happy life, sexual education is a dimension of this greater whole. For example,

The defining belief of Christianity is that God took on human form. This endows the human form with an extraordinary dignity that goes beyond that of all other forms of life and shows that humanity alone can embrace this relationship with God. Therefore, our relationship with our own bodies is not casual but infused with the Holy Spirit. Any teaching about love and sexual relationships in school must be rooted in this belief which is expressed in the Church's teaching about relationships, marriage, sex and family life. The Church offers education to young people as it is part of complete human formation. Education about human love is no less a part of a Catholic school's responsibility than teaching about mathematics or English. At Sacred Heart School we teach young people about how to form relationships, including understanding loving relationships and acknowledging that children's first experience of love is in the home. We encourage children from the earliest age to recognise that they are all children of God and that each person shares a God given dignity. As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to "Love your neighbour as yourself" (Mark 12:31). This is the basis for all relationships in our school. Teaching about relationships in our schools is supported by Christian virtue teaching as outlined in the Catechism of the Catholic Church and in line with 'Fit for Mission? Schools'.

The Department for Education in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) states that

"to embrace the challenges of creating a happy and successful adults life, pupils needs knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support" p.8

The Diocese recognises the value of these curriculum aims. However, Catholic schools also have regard for the spiritual welfare of the students and recognise that to know and love God brings lasting happiness.

4. Statutory framework.

The statutory framework replaces Statutory Guidance: 'Sex and Relationships Education Guidance' (2000). The DfE states that it intends to update the guidance every three years The statutory guidance is available from the DfE

(<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>). It should be read in conjunction with this Diocesan guidance and the following documents.

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)

- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC).
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

Purpose of the Statutory Guidance

The guidance intends to help children and young people develop. The knowledge and attributes they gain will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society. The Diocese of Lancaster agrees with these aims and seeks to support them through the appropriate development of the HRSE provision. The table summarises statutory obligations.

Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (see Summary section of statutory guidance).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.

4b. Requirements of the Diocese of Lancaster

The Bishop of Lancaster requires that all schools within the Diocese have a policy in line with Section 48 inspection requirements. (The term sex and relationships should be replaced in policies with human relationships and sex education.)

The key points within this guidance are as follows:

1. All schools must have an up-to-date HRSE policy that may incorporate Relationships Education, Relationships and Sex Education (RSE) and Health Education policy drawn up by the governing body, and available to parents and for inspection.
2. This should be developed in consultation with parents and the wider community.
3. Primary schools should have clear parameters on what children will be taught in the transition year before moving to secondary school, and that parents be consulted.
4. All schools' policies must include how they will teach Relationships

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

5. At Sacred Heart we have a bespoke units for HRSE. (Please see Appendix A and B for more detail).

At Sacred Heart we believe that RSE is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education which seeks to form as well as inform young people in preparation for adult life. The RSE lessons are all age appropriate for their content and level of child understanding. In addition they strongly link to the Catholic church teachings. The lessons will:-

- Be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- Involve parents as they are primary educators of their child;
- Provide a positive view of human sexuality and dignity of the human person;
- Equip young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- Explore and promote virtues which are essential to promoting respect and dignity;
- Be delivered in an age appropriate way which reflects the development of the child;
- Be part of the cross-curricular work in both primary and secondary schools;
- Be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class;
- Be taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer;
- Be delivered by competent professionals who understand the Church's teaching.

5. Virtues and Values

Gospel virtues and values underpin the HRSE curriculum. The Christian tradition describes behaviours or habits that lead to happiness, human flourishing and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups. The theological virtues of faith, hope and charity (sometimes love is used instead) are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a balanced and happy, good life. The cardinal virtues of practical wisdom (prudence), justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self-mastery. They are human virtues and, as such, are part of the development of people of all faiths or none as they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths and secular beliefs. St.

Thomas Aquinas attributes the theological virtues as having their foundation in God, they complete the cardinal virtues and are the way people can reach "the abundant life" (John 10:10).

At Sacred Heart School we live out the Gospel values shared in the Beatitudes. Throughout daily life in school staff draw inspiration from the Gospel of Matthew and use the Beatitudes as 'navigators' that shine the light on the pathway of Christian Life. The Beatitudes serve as a roadmap for all our lives and give us the indicators of how to move forward on the right path.

Within school children are encouraged to say thank you to God, to be happy and cheerful, to care about other people and to know how Jesus cared for others and think about their behaviour. We value kindness and encourage children to evaluate their behaviour and give reasons for the choices they have made. As pupils progress through Key Stage Two we help them to develop a deeper understanding of what is moral behaviour and encourage them to be able to say why this is important for personal happiness and for a closer relationship with God. At Sacred Heart, children are given opportunities to learn how prayer enables them to make space for God in their lives and offers opportunities for reflection and growth. By the end of Year 6, we believe children should be able to explain some behaviour choices by reference to their beliefs and values, for example, by referring to Jesus' teaching about forgiveness.

6. The Aim and Objectives of HRSE.

The aim of HRSE is part of our aim to educate the complete human person.

The fundamental needs of the human person are the focus of Catholic education – intellectual, physical, emotional, social, and spiritual, and eschatological (Our eternal destiny). These fundamental needs can only be truly fulfilled through a rich and living encounter with the deepest truths about God and the human person.

This is why Christ and His Gospel must be the foundation of the educational project of each school and college, because He is 'the perfect Man in whom all human values find their fullest perfection' (Congregation for Catholic Education, The Religious Dimension of Education in a Catholic School). Therefore, Sacred Heart School is called to keep the Gospel whole and alive amongst pupils, families, and staff.

HRSE should deepen the following areas of understanding.

- To develop self-respect and love of self.
- To invite young people to develop and deepen a loving relationship with God.
- To invite young people to understand that their life has a purpose.
- To invite young people to develop and deepen relationships with each other based on mutual respect and care and to understand this can be an expression of God's love.
- To foster an understanding of the teachings of the Catholic Church about how to live a full life, a life of virtue, and the place of human sexuality in living a full life, marriage and parenthood.
- A strong awareness of their own safety and the nature of consent.
- To have an understanding of the law in England about Equality and Marriage, appropriate to age and maturity.

At Sacred Heart Catholic Primary School:

- *We will seek to develop attitudes of awe and wonder for the gift and beauty of self, respect for each other as children of God and rejoice in the goodness of God's creation.*
- *We will seek to develop attitudes of responsibility towards ourselves and others, recognising the dignity in all.*
- *We will seek to enable children to understand the choices they make and how they can help or harm themselves and others.*
- *We will encourage children to learn about expressing their own emotions and being respectful of the emotions and behaviours of others.*
- *We will encourage the whole school to be like a loving family recognising God as a merciful and generous father as Jesus taught in the Lord's Prayer.*
- *We will encourage everyone in the school to recognise their part in the school family and work together for reconciliation when relationships in the school falter.*

- *We will encourage everyone in the school to value humility, mercy and compassion and to respond with empathy to the problems of others.*
- *We will develop children's knowledge of when to say 'no' to behaviours or attitudes that harm their dignity or the dignity of others and to be responsible for their own safety.*
- *We will develop children's experience of what it is to be happy so that they begin to understand the difference between happiness and gratification and value patience.*
- *We will teach children about the media and their choices, about what to watch, what games to play, what rules apply and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.*
- *We will support children when relationships in their lives are challenging and teach them that there are people in school who will listen if they are experiencing changes that make them frightened or uncomfortable.*
- *We will foster an atmosphere in school which celebrates the work of the Trinity through the life of the school and its relationship with the Church.*
- *We will teach children about the beauty of the Church's teaching about love and God's love for them which is shared in the Sacraments.*
- *We will sensitively share the Church's teaching about the importance of marriage and family life as a way to live in loving relationships with others and with God.*

7. Inclusion

At Sacred Heart School we identify that young people mature in different ways. Our teaching about relationships and sexuality is respectful of each child's starting point, their faith, culture and sexual orientation. Lessons are framed by this understanding and young people encouraged to respect difference and to develop an approach of dialogue. See Inclusion and Equality Policy

8. Equality

The governing body has wide obligations under the Equalities Act 2010 and will work to ensure that Sacred Heart School endeavours to do its best for all of the pupils, irrespective of ability (physical and mental), race, ethnicity, nationality, maternity, pregnancy, sex, gender identity or orientation or whether they are looked after children. See Inclusion and Equality Policy

9. Programme of study

The Diocese of Lancaster has a programme of study for its family of schools. The programme ranges from ages 2-19 years and provides suggested areas of study and outcomes for the young people it serves. It is envisaged that this programme will be taught in discreet lessons, in cross curricular lessons, particularly R.E. and science and fundamentally embedded in the ethos of the school through assemblies, classroom discussions and the centring of all relationships in school on the person of Jesus Christ. The programme of study is based on the teachings of the Church and aims to help young people develop their sense of purpose and character. It should be taught as part of a broad and balanced curriculum and allow children to express alternative beliefs and viewpoints where they hold such views. The programme of study will be supported by published resources, recommended by the Diocese, as well as those created by the school. A list of recommended resources is available on the Education Service website.

HRSE will be taught through a mixture of PHSCE, science and RE lessons. A wide range of teaching strategies will be used, clear ground rules for discussions will be established,

parents may be involved or informed and lessons will always take account of the safeguarding policy. Some supporting resources may also be used.

Progress and understanding will be monitored through observation and linked to Lancaster Diocese guidelines. Well-being will be of utmost priority and concern, this will be monitored through a positive behaviour policy and/or encouraging children to be responsible for the choices they make.

10. Parents

The Church recognises parents as the first educators of their children. The school should support parents in this task. The role of the school should be that of assisting and completing the work of parents, furnishing children and adolescents with an evaluation of *“sexuality as value and task of the whole person, created male and female in the image of God”*. (Educational Guidance in Human Love (1983) Sacred Congregation for Catholic Education n69) Children’s first experience of relationships and love are in the home. At our schools we seek to work with parents and support them as their children grow and begin to develop their own character as well as experiencing changes in their physical appearance. Parents have been consulted about this policy before it was ratified by the governing body.

Parents are informed of their right to withdraw their children from HRSE lessons; however, they are not able to withdraw their children from statutory science lessons.

At Sacred Heart School, should parents/carers wish to withdraw their child(ren) they must contact the Headteacher no later than the start of the school day when the lesson will take place.

The school will involve and support parents/carers in learning about HRSE by sharing the programme of study/published resources to be used, letters when visitors are coming to school, letters when a sensitive subject is to be taught, resources to use at home, information in school prospectus and on school website, and listening to the questions and views of parents/carers.

Information about HRSE is contained in the school prospectus and the majority of the programme of study is developed through the ethos of the school. However, at times, areas of particular sensitivity, such as puberty, will benefit from additional parental support and at such times, letters will sent home and parents/carers may be invited into school to discuss the content of HRSE lessons.

11. Teaching HRSE

The Religious Education subject leader will be responsible for leadership, co-ordination and monitoring of the programme. The foundation governor who will be monitoring HRSE is the governor with responsibility for Religious Education

Within school HRSE will be taught by the relevant class teachers with support and guidance from the school nurse where necessary.

At Sacred Heart School, all staff are involved in fostering attitudes, living Gospel virtues and shaping behaviour based on a Christian understanding of how to lead a good life. Staff are called to be role models of the school’s ethos in their relationships with other staff members, their conduct towards parents and their care for the children in the school. Staff who are not Catholic themselves must conduct their behaviour in school in accordance with the vision and mission of the school.

Teaching and learning about human relationships will be part of the life of the school. However, the programme of study will be taught through cross curricular dimensions where appropriate, such as R.E, Science and PHSCE. Sometimes, the children's learning will be best supported by using other agencies, such as the school nurse, or other visitors to school. Such visitors will be guided to read the protocol for visitors at Sacred Heart School and agree to follow its instruction.

Dealing with difficult questions

The Governing Body desires that HRSE lessons take place in a positive framework, where students experience a growing appreciation for well-being, and that of others, and a deeper understanding that the Church teaches a path of the wholeness of mind, body and spirit. Part of this is creating an atmosphere where questions can be asked openly, knowing that their questions will be answered and understanding that staff or other students will not judge these questions. It is vital; therefore, that teachers invest time in creating this framework of mutual trust and care while respecting personal information. The HRSE co-ordinator must be given access to train and support to facilitate teachers to enable such discussions by creating carefully negotiated ground rules and distancing strategies. The Department for Education (2000) offers the following guidelines for dealing with questions.

- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole-class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening, but teachers will need support and training so that they prepare for the unexpected.

For
example:

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, it is essential to acknowledge this, and to suggest that the pupil or teacher or both together research the subject later;
- If a problem is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have received respectful treatment, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

Sensitive subjects in HRSE always need to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. The safeguarding framework of the school should frame this, and it is paramount that all staff teaching HRSE have up to date safeguarding professional development.

Questions asked by students that are a cause for concern for the teacher, for example, because of their explicit or graphic content, should be addressed following the school's safeguarding policy and confidentiality procedures. (CPOMS)

The school will ensure that this policy is available for all staff, governors, parents and students and the confidential nature of how to obtain advice and guidance as a result of any issues or questions that may arise.

Students will be encouraged to talk to their parents or carers about issues and questions that arise as part of the programme. It will be made clear to all that unconditional confidentiality cannot be guaranteed where illegal or abusive concerns are , and these will be dealt with under the terms of the relevant policies.
(Safeguarding & Child Protection)

12. Supporting children and young people deemed to be at risk.

Sensitive subjects in HRSE always need to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. This should always be done within the safeguarding framework of the school and it is paramount that all staff teaching HRSE have up to date safeguarding professional development.

Questions asked by students that are a cause for concern for the teacher, for example because of their explicit or graphic content, should be addressed in accordance with the school's safeguarding policy and confidentiality procedures.

See Safeguarding Policy.

Approved by	Quality of Education Committee
Date	March 2023 (MHM update)
Review	October 2024

Appendix A



Sacred Heart Catholic Primary School
PSHE and HRSE Unit Curriculum Overview

EYFS Curriculum						
Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	Kidsafe
Year 1						
Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	MHM Relationships
Year 2						
Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	Kidsafe
Year 3						
Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	MHM Relationships
Year 4						
Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	Kidsafe
Year 5						
Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	MHM Relationships
Year 6						
Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Meet Your Brain	Celebrate	Appreciate	Relate	Engage	Kidsafe

Appendix B



Sacred Heart Catholic Primary School PSHE and HRSE Unit Curriculum Overview



EYFS Curriculum						
Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Meet Your Brain We are learning what our brain looks like. We are learning what our brain helps us with. We are learning about how to look after our brain. We are learning how we can grow our brains.	Celebrate We are learning what Character Strengths are. We are learning about the Love and Kindness Strength. We are learning about the Character Strengths of Bravery and Honesty & Teamwork and Friendship. We are learning about the Character Strengths Exploring and Learning and Love of Life and our World.	Appreciate We are learning how to be grateful for other people. We are learning how being grateful makes you feel. We are learning to be grateful for activities and times we feel happy about. We are learning how to be grateful for ourselves.	Relate We are learning how to be a good friend. We are learning why getting along with others is so important. We are learning why listening is so important. We are learning what Active Listening is. We are learning about our emotions and how it feels when we are not getting along with others.	Engage We are learning what goals are. We are learning how to set goals. We are learning what Big Dream Goals are. We are learning what to do when goals are tricky.	Kidsafe Know how to express my feelings. Know what bullying is. Know who my trusted adults are. Know how to stay safe online. Know how to disagree respectfully.

Year 1						
Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Meet Your Brain Where their brain is in their body and what it looks like. That our brain helps us to control our body, manage our emotions and help solve problems. That our brain has 3 main parts, and it works best when they work together. The 3 parts are Team H-A-P - Hippocampus, Amygdala and Prefrontal Cortex. That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep. That Happy Breathing helps our entire body, including our brain, to relax and wakes up the Hippocampus and Prefrontal Cortex. That if they want to improve at something, they need to practice repeatedly, and our brain helps us get better each	Celebrate What character strengths are and how they make us unique and special. About the 5 Character strengths and what they mean. 1.Love and Kindness 2.Bravery and Honesty 3.Exploring and Learning 4.Teamwork and friendship 5.Love of life and our world. How the best way to learn more about your strengths is to notice them. That our strengths are like superpowers, and when we use them, it helps us to be our best and feel happy. That it is nice to tell other people when they use their strengths, as it makes them feel good.	Appreciate What appreciate means, what types of things we appreciate, and how we show appreciation. That you can appreciate others, experiences and themselves and not just material things. They will be able to say the categories on the Wheel of Gratitude. How to develop an Attitude of Gratitude. They will learn that showing gratitude makes them feel good; when we make someone feel good, it makes us feel good too. How Happy Breathing exercises help to remind us to appreciate the things we might forget. By practising giving gratitude over and over again, our brains will improve at	Relate That relate means to get along with others and understand another person and that they can relate with family, friends, and teachers in different ways. How their character strengths help them get along with others and learn that it is okay that we are all different. What Active Listening is. What 'Stop, Understand and Consider' means and think about how this can help them with friendship issues. That Happy Breathing can help them if they have big emotions when falling out with friends.	Engage What engage means. What types of things they can engage in. That when they engage in something and feel happy, they can do the activity better. That they can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby. How to set a class goal using the 3 steps. That setting goals and achieving them can make Team H-A-P happy too. That we do not always achieve our goals, but as long as they have tried, they will learn something new. That just because they can't do something straight away, it doesn't	MHM Relationships Know that families are important for children growing up because they can give love, security and stability. Know that stable, caring relationships which may be different types are at the heart of happy families, and are important for children's security as they grow up. Know how to recognise and report feelings of being unsafe or feeling bad about any adult. Know about the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the
	time. This is called Neuroplasticity.		appreciating things and people. This is called Neuroplasticity. That when we give and receive gratitude, it makes Team H-A-P happy, and they can work well together		mean they won't be able to in the future	importance of spending time together and sharing each other's lives.

Year 2						
Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Meet Your Brain More about what their brain looks like and that it is fully grown by age 6. That our brain helps us to make good decisions and remember what we have learnt. That the Amygdala causes them to flight, fight or freeze. Children will be asked to reflect and think of examples of how they use each of Team H-A-P. That when we learn something new, our brain remembers it and grows. They'll learn about Neuroplasticity and think of examples of how they can use it to help them. 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.	Celebrate About the same 5. <u>character</u> strengths as Year 1, but they will be asked to think about what each strength means and some examples of the strengths in action. That 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. What Neuroplasticity is and how we can grow our strengths if we practise using them. About how to recognise the strengths in themselves. How to think about which strengths they would like to grow or use more of.	Appreciate That being thankful or having gratitude are other words for appreciating. 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. That when we show gratitude to someone it makes them feel good. 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. That Team H-A-P love it when we appreciate ourselves, so it is important to be kind to ourselves and others. How being grateful for ourselves can be hard and Happy Breathing can help us	Relate That we relate to different people in different ways and that different people relate differently, too. How their character strengths can help them get along with other people. They will learn that we all have different strengths, which is okay. That it is okay that some people react differently to them and that just because their reaction is different to theirs, it isn't wrong. How to spot the characteristics of a good friend and recognise this in themselves. How to Actively Listen and why this helps them to get along with others. They will look at	Engage When they feel good, they do good. Goal setting is a good way to help us achieve what we want. If we set goals, we are more likely to achieve them. The 3 steps to set a goal and practice setting goals as a class. How Happy Breathing can help when goals are tricky	Kidsafe Know how to express my feelings Know what bullying is Know who my trusted adults are Know how to stay safe online Know how to disagree respectfully

				what happens if they don't actively listen and how this can affect their ability to get along with others. That Team H-A-P feels happy when we Actively Listen because we are using all parts of the team. How to 'Stop, Understand and Consider' and why it is important to do this before responding. How Happy Breathing can help them with friendship issues by keeping them calm.		
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Year 3						
Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Meet Your Brain How to focus their mind to help them train their brain. Learn about Team H-A-P and their roles in more detail. How our emotions impact Team H-A-P and how to support their brains to relax when feeling sad, stressed or worried. Why our Amygdala behaves the way it does and how evolution has shaped how it works. How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practice. About Neurons and Neural pathways and the role they play in learning. How to look after their brains to help them to be at their best	Celebrate That scientists discovered that we all have 24 <u>character</u> strengths but in different amounts. We all have 24 strengths but focus on the 5 main categories of character strengths and think about them like a pick and mix bag of sweets. That half of our character is set by genetics and the other half from our experiences. That our character can grow based on our experiences, just like their brains do with Neuroplasticity. Why it is important to spot strengths in others and how they can be used. That strengths can help them to approach difficult situations. When they use their character strengths, they can be their best	Appreciate That we can forget to appreciate what is around us and that Happy Breathing can help us appreciate the little things we may forget. That the more they show gratitude, the easier it is -like Neuroplasticity. How to develop an Attitude of Gratitude, what happens when we give gratitude and how the giver and receiver feel. That Dopamine gets released in their brain when they give gratitude and that this helps Team H-A-P work together. How Dopamine can especially help the Amygdala stay calm and that even the thought of gratitude can release Dopamine. How when they appreciate themselves	Relate That their strengths can be really helpful in friendships by helping them to accept other people's differences and how this is a good thing. That when they face differences in opinions or challenges with friendships, it can be hard to remember we all have differences. They will learn how the skill 'Stop, Understand and Consider' can help them with friendships. That everyone sees things differently and that this is a positive thing. Children will learn they can ask 'what do you think about that?' to help them better understand and relate to others.	Engage That to engage means to pay attention and put effort into something. How their feelings affect their ability to do well in an activity and learn that they have to feel good to do good. What Big Dream Goals are. How to use perseverance and resilience to help them not give up on something. That they have to Believe to Achieve. How to set their own Big Dream Goals	MHM Relationships Know that others' families, either in school or wider world, sometimes look different from their family but that they should respect those differences and know that other children's families are also characterised by love and care. Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Know how important friendships are in making us feel happy and secure, and how people choose and make friends. Know that most friendships have ups and downs, and that

		selves because they are feeling happy, safe, and calm, and this makes Team H-A- P happy.	and feel good about their strengths, they will use them even more. They can use characters' strengths as a way to appreciate others too	That the more they practice seeing other perspectives, the more the brain will remember it. Children will learn Neuroplasticity works with relating to others too. That we normally choose our friends because of their character. That we all see things from different perspectives; friends can help us solve problems by approaching them differently. How Active Listening can help their friendships and what happens if they don't Activity Listen with their friendships. That when we listen to friends, they will know that we care for them		these can be often worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. <u>Know-How</u> to recognise and report feelings of being unsafe or feeling bad about any adult.
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Year 4						
Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Meet Your Brain How to train their minds to focus on whatever they want. They will learn that this is Neuroplasticity, and they can do anything they put their mind to. How they use each part of Team H-A- <u>P</u> and reflect on when they use them to develop their understanding. How the Amygdala reacts to real and perceived danger. About what triggers their own Amygdala to fight, flight and freeze and how they can train their brain to calm their Amygdala down. About the brain's structure and how neurons carry messages to create neural pathways. How neural pathways help us to form habits. More about how to look after their brains and what happens if we	Celebrate That scientists have discovered that we all have <u>24 character</u> strengths, but in different amounts. Why strength spotting is so powerful and how the best way to learn about strengths is by noticing them. How when we spot strengths over and over, we will build neuropathways to create a habit. That strengths can help them solve problems and that everyone uses different strengths. That strengths can always help them. That Team H-A-P loves it when we use our strengths because Dopamine gets released in the brain to help us perform at our best	Appreciate How they can develop an Attitude of Gratitude at home and school. 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. 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. How giving gratitude can help us get through tough times, and when they can see everything they are grateful for it, it makes the problems we face a little easier	Relate That when we use Stop, Understand and Consider, it gives them time to pause, understand where others are coming from and consider how to respond best. When they see things from different perspectives, their brain will remember and grow; this helps children to build better relationships. That friends can help them see things from a different perspective and that's why we should talk to our friends about our problems. Why it is important to show gratitude to their friends when they help. That the skills needed to listen actively can help	Engage That the more we focus on feeling good and using the habits, the better we will do in all activities in and out of school. That Dopamine gets released in their brain when they set a goal and work towards it. Why it is important to think about what they have learnt even if they do not achieve the goal, so the Hippocampus can store this memory and make it easier next time. Why perseverance is easier to use on goals they are passionate about, but they can also use this skill on other goals	Kidsafe Know how to express my feelings Know what bullying is Know who my trusted adults are Know how to stay safe online Know how to disagree respectfully
	how our minds can feel like a Snow globe, leaving us unable to see clearly			Understand and Consider'. That it is important to listen to your friends and ask about their feelings and opinions to be a good friend. That it is also important for them to talk to friends too		

Year 5						
Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Meet Your Brain The difference between their brain and mind. More detail about each part of the brain and why they work the way they do. How they can train their brains in times of stress by using Happy Breathing when their Amygdala gets triggered. About how others react differently to them and that we all have different triggers that cause us to Fight, Flight or Freeze. About how to more intentionally look after their brains to keep them healthy. About the hormones in their brain and how they can manage them, including dopamine and cortisol.	Celebrate How the 24 character strengths are organised into 6 key virtues: Wisdom, Courage, Humanity, Justice, Temperance, and Transcendence. That strength spotting shows children how strengths can be used in different ways. That they still have all 24 strengths, but when they use their Top 5 Team H-A-P feels at its best. How they can move their strengths around and grow strengths by practising them through Neuroplasticity. That when they stop and reflect on using their strengths, their Hippocampus will store it as a memory. They will learn that when faced with a similar situation, they can remember how that strength can help.	Appreciate What appreciation means and think of ways to show appreciation to others. What they should focus on when thinking about gratitude. They will explore 3 questions to help them develop deeper levels of gratitude. 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. How gratitude helps our bodies stay calm and releases Dopamine. This then helps to keep Team H-A-P happy and the Amygdala calm. That when we regularly give and receive gratitude, Dopamine will continuously be released, and even	Relate What their top 5 strengths are and which virtue they fall under. That 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. That they can train their brain to notice how people use their strengths differently. That strengths help release Dopamine and make Team H-A-P happy, calm and relaxed. That you are more likely to see different strengths and perspectives positively when Team H-A-P is working as a team. We can do Happy Breathing to stay	Engage That sometimes we need to think about what we are engaging in, and sometimes we do it on autopilot. When they engage in something and feel good, Team H-A-P love it because Dopamine is released in the brain, making it easier for us to succeed. Why their engagement levels may drop if their Amygdala takes over. How their feelings affect their ability to do well in an activity and how Cortisol or Dopamine is released. About the difference between a team and individual goal and how it is just as important to work as a team to set goals.	MHM Relationships Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs. Know practical steps they can take in a range of different contexts to improve

		How strength spotting can help Team H-A-P feel happy as when we use our strengths, Dopamine gets released, and we feel confident. They will also learn that using our strengths can help them manage their Cortisol levels	thinking about experiences or people we are grateful for releases Dopamine. That the more we think about gratitude, the stronger the Neural pathways get and the easier it becomes. That an Attitude of Gratitude helps us to see all things we are grateful for and makes the problems we face a little easier. That often the hardest category to think about gratitude in is ourselves	calm when facing challenging situations and see other people's perspectives. That 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. 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	Why the skill of perseverance is critical when working as part of a group . How understanding other people's character strengths can also help in team goals	or support respectful relationships. Know that in school and wider society they can expect to be treated with respect by others, and that in turn they show due respect to others, including those in positions of authority. Know that people sometimes behave differently online, including by pretending to be someone they are not. Know that the same principles apply to online relationships as face to face relationships, including the importance of respect for others including when we are anonymous.
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Year 6						
Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Meet Your Brain About a growth mindset and self-regulation techniques in times of stress. To reflect on their stress points as they relate to transitioning to Secondary school (as these are different for everyone) and work through strategies to cope with these scenarios. To train their brain and how it grows each time. About the links between their thoughts, feelings and actions and how the thoughts they have can influence how we act. About calming their amygdala when facing stressful thoughts or having a tough time. How to manage their emotions to move forward positively and learn that they can train their minds just like their bodies.	Celebrate What their top strengths are based on completing an official survey which will rank their strengths from 1-24. More about what each of the 24 strengths means and how they help them each day. How to grow their strengths to help them transition and overcome challenges. How their character strengths have helped them get to this point in their lives and how these skills and strengths are transferable to the Secondary School environment.	Appreciate How gratitude can help them think about all they have in their lives to be thankful for. How to build their resilience by looking at when their bucket is full vs when their bucket is empty. How focussing on their appreciation around the strengths work they have done can remind them of what they DO have during times of stress. To establish a new perspective on how gratitude can help them to build resilience when they face tough times	Relate Relationship building powers i.e., how they go about making friendships today – what strengths they have here and what they can develop. How those skills are transferable to their upcoming changing environment. Strategies to manage friendships through change, transition and peer pressure by practising different communication strategies. Strategies for seeing different perspectives through role play.	Engage How to set goals linked to transition, which they can work toward to help them feel more comfortable with what is ahead. How to recognise their concerns and define strategies to overcome them. How they can use their strengths to leverage the opportunities that they are excited about. How to create goals around leveraging and practising the tools they have learned as they progress through to high school.	Kidsafe Know how to express my feelings Know what bullying is Know who my trusted adults are Know how to stay safe online Know how to disagree respectfully

	How to re-frame scary challenges to become exciting opportunities					
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