RSE

At Waltham Holy Cross Primary Academy, we are committed to providing a high-quality, comprehensive approach to Personal, Social, Health and Economic (PSHE) Education, Relationships Education and Health Education through MyHappymind Plus. The programme is fully aligned with the updated PSHE Association Programme of Study (2026) and supports the delivery of all statutory Relationships and Health Education requirements, as well as the wider PSHE curriculum through a progressive and age-appropriate framework.

MyHappymind Plus is an NHS-backed programme that combines evidence-based mental health and wellbeing education with comprehensive PSHE and RSE content. Through the core modules, children develop the knowledge, skills and understanding needed to build positive relationships, maintain good physical and mental health, stay safe both online and offline, and prepare for life in modern Britain. Additional modules, including My Happy Body, My Happy Relationships and My Happy World, ensure full coverage of the PSHE Association Programme of Study and the latest statutory guidance.

Learning is delivered progressively from EYFS to Year 6, enabling children to build on their knowledge and skills year after year. Through MyHappymind Plus, pupils develop emotional literacy, resilience, self-awareness, healthy relationship skills, personal safety awareness, financial understanding, online safety knowledge and an appreciation of their role within the wider world. Our aim is for every child to flourish academically, socially and emotionally while developing positive habits that support lifelong wellbeing.

My Happy Mind

Meet Your Brain: Understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too.

Celebrate: Understanding your unique Character Strengths and learning to celebrate them. This is a fantastic module for building self-esteem.

Appreciate: Understanding why gratitude matters and how you can develop gratitude as a habit. Gratitude is key to well-being and resilience and we're all about making it a lifelong strategy!

Relate: Understanding why positive relationships matter and how to build them. We're focussed on the building blocks of good relationships and friendships.

Engage: Understanding how to set meaningful goals that matter and how to stay resilient in times of challenge. This module is all about building self-esteem and resilience too.

My Happy Mind Plus

In addition to the five core My Happy Mind modules, My Happy Mind Plus provides comprehensive coverage of the PSHE, Relationships Education and Health Education curriculum through three enhanced modules:

My Happy Body: Children learn how to look after their physical and mental wellbeing. Topics include healthy lifestyles, nutrition, exercise, sleep, hygiene, emotional wellbeing, personal safety, first aid, drug education, puberty, body changes, consent and age-appropriate Relationships and Sex Education.

My Happy Relationships: Children develop an understanding of families, friendships, respect, diversity, inclusion and healthy relationships. They learn about personal boundaries, trust, consent, safeguarding, equality and how to seek support if they feel worried or unsafe.

My Happy World: Children learn about online safety, digital wellbeing, economic wellbeing, future aspirations and careers. They develop the skills to navigate the online world safely, think critically about information they encounter, manage money responsibly and understand the opportunities available to them in the future.

Together, these modules provide a progressive, NHS-backed curriculum that supports pupils' mental health, wellbeing, personal development and relationships while ensuring full coverage of the updated PSHE Association Programme of Study and statutory Relationships and Health Education requirements.

Online Safety:

We also recognise the current and ever-changing risks to children online. My Happy Mind Plus supports the development of pupils' knowledge, understanding and skills across the UK Council for Internet Safety's Education for a Connected World Framework. Through the My Happy World, My Happy Relationships and My Happy Body modules, pupils are taught age-appropriate online safety, digital wellbeing, relationships, consent, privacy, safeguarding, critical thinking and responsible online behaviour. The curriculum provides progressive learning opportunities that align closely with the framework's eight strands and support pupils in achieving many of the 330 age-related statements across Key Stages 1 and 2.

Year Group	Online Safety Focus
Year 1	Using technology safely, trusted adults, being kind online
Year 2	Understanding online rules and age restrictions
Year 3	Recognising reliable and unreliable information
Year 4	Online communication, cyberbullying and reporting concerns
Year 5	Privacy, consent, digital footprints and online relationships
Year 6	AI, misinformation, scams, critical thinking and managing online risks

'Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life'

By the end of the children's primary school journey, they will have covered all of the below objectives.

Families and people who care for me

By the end of KS2, pupils should know:

- (R1) that families are important for children growing up because they can give love, security and stability.
- (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

By the end of KS2, pupils should know:

- (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends.
- (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

By the end of KS2, pupils should know:

- (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships.
- (R14) the conventions of courtesy and manners.
- (R15) the importance of self-respect and how this links to their own happiness.
- (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- (R19) the importance of permissionseeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of KS2, pupils should know:

- (R20) that people sometimes behave differently online, including by pretending to be someone they are not.
- (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- (R24) how information and data is shared and used online.

Being Safe

By the end of KS2, pupils should know:

- (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

- (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult.
- (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- (R32) where to get advice e.g. family, school and/or other sources.

Mental Wellbeing

By the end of KS2, pupils should know:

- (H1) that mental wellbeing is a normal part of daily life, in the same way as physical health.
- (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet Safety and Harms

By the end of KS2, pupils should know:

- (H11) that for most people the internet is an integral part of life and has many benefits.

- (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- (H14) why social media, some computer games and online gaming, for example, are age restricted.
- (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- (H17) where and how to report concerns and get support with issues online.

Physical Health and Fitness

By the end of KS2, pupils should know:

- (H18) the characteristics and mental and physical benefits of an active lifestyle.
- (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- (H20) the risks associated with an inactive lifestyle (including obesity).
- (H21) how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

By the end of KS2, pupils should know:

- (H22) what constitutes a healthy diet (including understanding calories and other nutritional content).
- (H23) the principles of planning and preparing a range of healthy meals.
- (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, Alcohol and Tobacco

By the end of KS2, pupils should know:

- (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Prevention

By the end of KS2, pupils should know:

- (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- (H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- (H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- (H31) the facts and science relating to allergies, immunisation and vaccination.

Basic First Aid

By the end of KS2, pupils should know:

- (H32) how to make a clear and efficient call to emergency services if necessary.
- (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing Adolescent Body

By the end of KS2, pupils should know:

- (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- (H35) about menstrual wellbeing including the key facts about the menstrual cycle.
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In addition to the statutory Relationships and Health Education requirements, pupils are taught the additional objectives identified within the PSHE Association Programme of Study (2026) through MyHappymind Plus, including online safety, digital wellbeing, economic wellbeing, careers education, consent, boundaries, diverse families and enhanced safeguarding education.

At Waltham Holy Cross Primary Academy, although not statutory, we teach Sex Education within the module My Happy Body. Sex Education lessons take place in Year 6. Parents are informed of the content annually and invited to discuss any content with the school.

What is taught in myHappymind

Meet Your Brain
Children learn how their brain works, how emotions happen, and simple ways to calm, focus and manage big feelings.

Celebrate
Children learn to recognise their character strengths, celebrate what makes them unique, and build confidence and self-esteem.

Appreciate
Children learn about gratitude and how noticing positive things can support wellbeing, resilience and a happier mindset.

Relate
Children learn why positive relationships matter and how to build friendships through kindness, empathy, respect and understanding others.

Engage
Children learn how to set meaningful goals, stay motivated and keep going when things feel challenging.



What is covered?

myHappymind
Core programme that teaches children preventive habits to look after their mental health.

myHappyworld

Maps to:
Section 2: Economic Wellbeing and Careers Education

Covers:
Online Life and safety
Economic Wellbeing
Careers Education: aspirations, learning and work
Drug Education

myHappyrelationships

Maps to:
Section 1: Relationships (Sex) and Health Education (RSHE)

Covers:
Families
Friendships
Respecting self and others
Safe relationships

myHappybody

Maps to:
Section 1: Relationships (Sex) and Health Education (RSHE)

Covers:
Mental Health and Wellbeing
Keeping Healthy and Well
Physical Activity and Nutrition
Changing and growing up
Personal Safety and First Aid