

At Childer Thornton we use HeartSmart as a creative approach to delivering the PSHE Curriculum. HeartSmart aims to build children’s character, emotional health and resilience. It equips them with foundational principles, skills, habits and a mindset that will improve their mental health, relationships and academic achievement. There are five key principles that underpin Heartsmart -

- Don’t Forget To Let Love In! - Learning how important, valued and loved we are.
- Too Much Selfie Isn’t Healthy! - Exploring the importance of others and how to love them well.
- Don’t Hold On To What’s Wrong! - Understanding how to process negative emotion and choose forgiveness to restore relationships.
- Fake Is A Mistake! - Unpacking how to bravely communicate truth and be proud of who we are.
- ‘No Way Through,’ Isn’t True! - Knowing there is a way through every situation, no matter how impossible it may seem.

Our PSHE curriculum is supplemented by our Enterprise and career opportunities, the teaching of SRE, No Outsiders work and our approach to SMSC. The curriculum is further supported through the teaching of and discussions about the fundamental British Values and the Rights of the Child. These two aspects are further defined throughout the curriculum.

Key Stage 1

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| <ul style="list-style-type: none"> • I am beginning to understand that my choices can help or hurt my own and others hearts. • I am beginning to understand that I am a source of power. • I am beginning to understand some different emotions I feel. • I am beginning to understand that I can look after my heart. • I can identify someone that I am grateful for and am beginning to think about a reason why. • I am beginning to understand what healthy choices for my mind and body look like. | <ul style="list-style-type: none"> • I understand that the choices I make can help or hurt my own and others hearts. • I can describe a way that I can use my power in a positive and negative way. • I am beginning to understand that the decisions I make can affect my reputation. • I am beginning to understand how my heart affects my actions, words and behaviours. • I can describe how different people’s families may look. • I can describe a way my family shows me love. • I can list a food from each of the 5 food groups. • I can think of a choice I have made that has helped my heart. • I can think of a choice I have made that has helped someone else’s heart. | <ul style="list-style-type: none"> • I can suggest a way that I can show love to myself. • I can suggest a way that I can show love to others. • I can list ways to be kind to one another. • I can describe some ways that others are ‘meant to be treated’. • I can recall a memory and associate a feeling with it. • I am beginning to understand that my heart needs protecting. • I can list some things that my heart needs protecting from. • I can list some people that I am grateful for in my life and give some reasons for why I am grateful for them. • I can identify some benefits of a healthy lifestyle. • I can identify some risks of an unhealthy lifestyle. • I can suggest some ways that I can care for my heart. • I can suggest some ways that I can care for other people’s hearts. | <ul style="list-style-type: none"> • I can suggest several ways that I can show love to myself. • I can suggest several ways that I can show love to others. • I am beginning to think about the consequences of the words we use. • I can describe some consequences of using kind and unkind words. • I can suggest some characteristics that I would like to see in my classroom. • I can suggest some ways I can cultivate some of those characteristics. • I can name someone that I trust and I can give one reason for why I trust them. • I can list some characteristics of a healthy family life. • I can explain what “mental wellbeing” means. • I can list something that positively affects my mental wellbeing. • I can list something that negatively affects my mental wellbeing. • I can suggest some ways that I can care for my heart. • I can suggest some ways that I can care for other people’s hearts. | <ul style="list-style-type: none"> • I can suggest some ways that I can care for my heart. • I can suggest some ways that I can care for other people’s hearts. • I understand that being bossy is about trying to control others. • I can describe some qualities of a good leader. • I can describe some qualities of the heart reputation I would like to have. • I can suggest some ways to know what I should and shouldn’t watch. • I can list some things I should avoid watching. • I can explain how another person has supported or encouraged me and how that made me feel. • I can write a thank you letter and express gratitude to someone. • I can suggest some ways to help myself sleep well. • I can list some benefits of sleeping well. • I can explain some ways that I can protect my own and other’s hearts. | <ul style="list-style-type: none"> • I can reflect on the choices I make that can help my heart. • I can reflect on the choices I make that can hurt my heart. • I can explain how I feel differently when moving or posing in different ways. • I can create a powerful pose of my own. • I can suggest ways people can become ‘hard-hearted’. • I can suggest ways to keep my heart soft and strong. • I can explain the benefits of a soft-strong heart over a hard heart. • I can explain when a secret should be kept and when it should be shared. • I can describe what a commitment is. • I can plan a healthy meal. • I can reflect on how I protect my own and other’s hearts. |

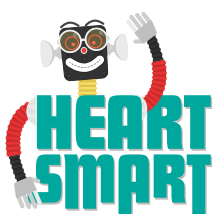
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| <ul style="list-style-type: none"> • I am starting to describe myself in a positive way. • I am starting to think about some great things about myself. • I can suggest touch that I like and touch that I don’t like. • I am beginning to understand the difference between the truth and lies. • I am beginning to understand that not everything is true. • I am beginning to understand what truth sounds like. • I am beginning to make choices based on my preferences. • I am beginning to understand that I am unique. • I am beginning to understand that there is a difference between spending and saving. • I am beginning to understand that I can choose to ‘save’ or ‘spend’. • I am beginning to understand that a reward comes from saving. • I can identify different ways that I can take care of myself and some of the objects I use for this eg toothbrush. • I am beginning to be able to recall a kind word or action from my week. | <ul style="list-style-type: none"> • I can recall a way someone has shown love to me through kind words or actions. • I can describe something I like about myself. • I can say some of my strengths. • I understand that I am unique. • I understand the difference between truths and lies. • I can suggest my own trash and truth statement. • I can use positive adjectives to describe myself. • I can describe a different range of emotions. • I understand that thankfulness changes my attitude. • I can find my pulse. • I can describe how I feel after physical activity. • I can recall a kind word or action from the week. • I can share the best thing about me. | <ul style="list-style-type: none"> • I can recall some ways that people have shown love to me through kind words or actions. • I am starting to describe myself in a positive way. • I can think of words to encourage others. • I can accept encouragement from others. • I can sort words into what love is and what love isn’t. • I can record and list some unique facts and figures about me. • I can explain why I am grateful for them. • I am beginning to understand that some choices I make will affect my physical health. • I can recall examples of kind words or actions from the week. • I can share some amazing things about myself. | <ul style="list-style-type: none"> • I can recall different ways someone has shown me love through kind words or actions. • I can describe myself in a positive way. • I can identify some ways that I most feel love. • I am aware of how the words I listen to about myself can make me feel. • I can identify some of my strengths and achievements. • I can record and list some unique facts and figures about me. • I can highlight five things about my body that I am grateful for. • I can explain I am grateful. • I understand that love sometimes looks like stopping the spread of bacteria. • I can suggest some ways that bacteria spreads. • I can recall examples of kind words or actions from the week. • I can share several amazing things about myself. | <ul style="list-style-type: none"> • I reflect on ways that people show me love through kind words or actions. • I describe myself in a positive way consistently. • I understand that I have value and purpose. • I am aware of how the words I listen to about myself can make me feel. • I can identify some lies that I believe/listen to. • I can recall significant truths to those lies. • I can describe how listening to and believing lies makes me feel. • I can describe how listening to and believing truth makes me feel. • I am beginning to understand and demonstrate different ways I can respond to pressured scenarios. • I can recall a significant event and person in my life. • I can someone to go to when I need help. • I can recall a way I have ‘Let Love in’ this week. | <ul style="list-style-type: none"> • I reflect on ways that people show me love through kind words or actions. • I describe myself in a positive way consistently. • I understand that I am valued. • I can encourage others with kind and positive words. • I can accept the encouragement given to me. • I can recall significant events and people in their lives so far. • I can recognise that every person is unique. • I can list things that I am are grateful for. • I can suggest some early signs of illness. • I can recall a way that I have ‘Let Love in’ this week. • I can describe myself in a positive way. |
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| <ul style="list-style-type: none"> • I am beginning to think about ways to show love for others. • I am beginning to demonstrate ways to love others. • I am beginning to notice the people around me. • I am beginning to think about ways that I can help others. • I am beginning to think about ways I have been helped by others. • I can think of someone who looks after me. • I am beginning to think about how being looked after makes me feel. • I can suggest ways to show appreciation for others. • I am beginning to understand how to work as a team. • I am beginning to think about some ways to keep safe online. • I can draw a picture to offer advice for keeping safe online. • I can suggest a way that I have shown love for others. • I am beginning to think about how loving others makes me feel. | <ul style="list-style-type: none"> • I can suggest a way to show love for others. • I can suggest a way to demonstrate love to others. • I am learning to suggest ways to ‘look out’ for other people’s needs and the needs of the environment around me. • I am learning to spot and act on opportunities to do something kind for others. • I can list the people working in my local community that look after and protect me. • I am learning to appreciate the important work they do. • I can list ways that we are all different. • I can list ways that we are all the same. • I can suggest some ways to keep safe in real life. • I can suggest some online safety rules. • I understand that online safety rules are similar to safety rules in real life. • I can suggest ways they have shown love for others. • I can describe how loving others makes me feel. | <ul style="list-style-type: none"> • I can suggest ways to show love for others. • I can suggest ways to demonstrate loving others. • I can suggest something that I can do for another person. • I can describe how the person I helped felt. • I can describe how helping someone else made me feel. • I can explain how to respond in an emergency. • I can recognise and celebrate the impact kindness has on another person. • I can work together with others to complete a task. • I am learning how to listen well to one another and respect each other’s views. • I can list some information that identifies me eg name, address. • I know why it is important to keep personal information private. • I can suggest ways I have shown love for others. • I can describe how caring for others makes me feel. • I can suggest ways I have shown love for others. • I can describe how caring for others makes me feel. | <ul style="list-style-type: none"> • I can suggest ways to show love for others. • I can demonstrate ways to love others. • I am becoming more aware of my surroundings and the people around me by noticing differences. • I can make the link about being observant and being aware of those around us. • I can suggest how a person is feeling from their expression and body language. • I can suggest who the unseen heroes of my community are. • I can honour those heroes by writing a thank you note. • I can suggest times when I need help from others. • I can demonstrate good teamwork skills (clear communication, listening and negotiating). • I can suggest ways to use my technology devices responsibly. • I can suggest ways that I have shown love for others. • I can describe how caring for others makes people feel. | <ul style="list-style-type: none"> • I understand there are many different ways I can show love for others. • I can demonstrate ways to love others. • I can think of someone to go to if I feel lonely. • I can suggest things to do to avoid feeling lonely. • I can list some skills needed to listen to others well. • I can suggest ways I can demonstrate honour. • I am starting to understand the purpose and role of groups eg charities, raising awareness. • I know what I should and shouldn’t share online. • I can suggest ways that I have shown love for others. • I can describe how caring for others makes people feel. | <ul style="list-style-type: none"> • I can reflect on the different ways to show love for others. • I consistently demonstrate ways to love others. • I know there are ways we are different and ways we are the same. • I understand that while there are some differences between us, there are more similarities. • I can listen carefully to my classmate and feedback what they have said. • I can suggest people who have benefitted from overcoming a challenge. • I can explain why I am grateful for those people. • I can suggest ways to be a good friend. • I can list 3 benefits of social media. • I can list 3 dangers of social media. • I can describe ways that I have shown love for others. • I can describe how caring for others makes people feel. |
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| <ul style="list-style-type: none"> • I can identify when Boris is sad. • I am beginning to understand that what I do effects others. • I am beginning to understand when I need to say sorry. • I am beginning to understand that forgiveness helps my heart. • I am beginning to understand when I am feeling a negative emotion eg anger, sadness, disappointment. • I am beginning to understand that I can choose kind or unkind words. • I can suggest an example of a positive attribute of the kind of friend I would like to be. • I am beginning to understand something I can do if I feel sad or mad. | <ul style="list-style-type: none"> • I understand that letting the bad feelings out of my heart helps me feel happy again. • I understand that what I do affects others • I am beginning to understand when I need to say sorry. • I am beginning to understand that forgiveness helps my heart. • I can give an example of a person, place or activity that helps my heart when I am sad. • I am beginning to understand ways to help me let go of hurt or disappointment. • I can suggest a way I can protect myself and others from bullying. • I can suggest something I can do if I feel sad or mad. | <ul style="list-style-type: none"> • I am beginning to understand what ‘forgiveness’ means. • I can describe how saying sorry can help a situation. • I can describe the effects of choosing to forgive or not. • I can describe a way that holding on to hurt can make us sad. • I can list a ways to build trust between friends. • I can think of someone that I trust. • I can give an example of a stereotype. • I can suggest a couple of things I can do if I feel sad or mad. | <ul style="list-style-type: none"> • I can suggest a way to fix a broken friendship. • I can describe some benefits of forgiveness. • I can sort scenarios into positive and negative stress. • I can suggest ways to manage negative stress. • I can suggest some healthy boundaries I can use both in life and online. • I can recognise online abuse and know who to report it to. • I can suggest positive uses of the internet. • I can list several things I can do if I feel sad, or mad. | <ul style="list-style-type: none"> • I can describe forgiveness. • I can explain why forgiveness keeps my heart healthy. • I can describe some practical steps I could take to resolve conflict. • I can describe how different emotions feel. • I can explain why emotions are important. • I can describe some healthy ways to respond to my mistakes. • I can recognise bullying behaviours. • I can suggest ways to deal with bullying. • I can list different types of negative emotion. • I can identify when I am experiencing negative emotion. • I can suggest ways that will help me when I am experiencing negative emotion. | <ul style="list-style-type: none"> • I can demonstrate choosing forgiveness. • I can demonstrate choosing strategies to help resolve conflicts and disputes. • I can explain my point of view. • I can listen and take account of a response from another person. • I can model resolving a dispute. • I can explain some benefits of forgiveness. • I can suggest some barriers to forgiveness. • I understand that our tone and body language communicates more than our words. • I can give examples of how a trustworthy friend behaves. • I can explain when it is ok to break a confidence. • I can list some effects bullying can have. • I can explain how to get help if I or someone I know are being bullied. • I can identify when I am experiencing negative emotion. • I can suggest ways that will help me when I am experiencing negative emotion. |
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| <ul style="list-style-type: none"> • I can suggest an amazing fact about myself. • I can explain why we don’t need to lie about ourselves. • I am beginning to understand that I don’t need to pretend to be anything I am not - I can be myself! • I can describe what being ‘see-through’ means. • I am beginning to understand some reasons why being ‘see-through’ in friendship is important. • I can suggest some ways to look after my teeth. • I can name a person I can talk to when I feel upset. • I am beginning to understand that small lies can have a big impact. • I can complete the phrase “I am...” with a positive characteristic. | <ul style="list-style-type: none"> • I can suggest a couple of amazing facts about myself. • I can explain why we don’t need to lie about ourselves. • I can name something unique about myself. • I can name an unkind thought that I have about myself. • I can name a kind thought I have about myself. • I can describe how an emotion feels. • I can describe times when I have felt different emotions. • I can suggest some ways to demonstrate good manners. • I can demonstrate different ways to greet another person. • I can describe some ways to stay safe in the sun. • I can use positive words to describe myself and complete the phrase ‘I am...’ | <ul style="list-style-type: none"> • I can suggest a couple of amazing facts about myself. • I can explain why we don’t need to lie about ourselves. • I am beginning to know the real me is the best me. • I can give a simple explanation of what shame is. • I can suggest appropriate and inappropriate types of touch. • I can suggest safe people to talk to if I am concerned. • I can explain why telling the truth is important to build a friendship. • I can explain what an allergy is. • I can list what I have learned about why ‘Fake is a Mistake’. | <ul style="list-style-type: none"> • I can explain why we don’t need to lie about ourselves. • I can list 3 great things about myself. • I can say that I am not what I ‘do’. • I can identify some important voices in my life. • I can recognise the difference between kind and unkind voices in my life. • I am growing in courage to always tell the truth. • I can give examples of when I have been afraid to tell the truth. • I can explain when dares are no longer fun. • I can explain the consequences of dares. • I can list some of the risks associated with smoking. • I can list what I have learned about why ‘Fake is a Mistake’. | <ul style="list-style-type: none"> • I can explain why we don’t need to lie about ourselves. • I can list 5 great things about myself. • I can discuss how unrealistic images can make me feel. • I can explain some things I can do when I feel like I need to hide how I really feel. • I can give a simple description of what vulnerability is. • I can identify qualities that build trust for vulnerability. • I can explain why growing feedback is important. • I can identify the difference between ‘No Entry’ and ‘Welcome’ responses to feedback. • I can list some risks associated with alcohol use in young people. • I can give some advice against drinking alcohol. • I can list what I have learned about why ‘Fake is a Mistake’. | <ul style="list-style-type: none"> • I can present different opinions respectfully. • I can explain how to communicate the truth lovingly. • I understand we are loved just as we are. • I understand how to replace negative self-talk with positive self-talk. • I can define what a boundary is. • I can explain how using boundaries means we can have respectful friendships. • I can find out facts about vaccinations from credible sources. • I can suggest ways to discern if information online is credible. • I can know some physical and mental health risks associated with taking drugs. • I can suggest some ways to avoid drug taking. • I can list what I have learned about why ‘Fake is a Mistake’? |
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| <ul style="list-style-type: none"> • I am beginning to understand when I feel stuck. • I am beginning to choose to persevere in completing a challenge. • I am starting to explore how I can adapt my strategy and try other things when I feel stuck. • I am beginning to understand the value of having a friend’s support when I feel stuck. • I can differentiate between secrets I should and shouldn’t keep. • I know what to do if someone asks me to keep a secret that makes me feel uncomfortable. • I am beginning to understand that I have an impact on my class, family and community. • I can choose pictures of things I like (to create a dreamboard). • I can think of a person, pet or toy that I miss. • I can share a memory of that person, pet or toy. • I am starting to be able to recall times where I felt stuck but found a way through! | <ul style="list-style-type: none"> • I am beginning to understand when I feel stuck. • I am beginning to choose to persevere in completing a challenge. • I am beginning to be able to find alternative solutions to a problem. • I can design a map with alternative routes. • I am beginning to think about different ways I can look at situations. • I can suggest a different way I could try to overcome a challenging situation. • I can replace worry phrases with positive “what if” phrases. • I can identify signs of energy being used. • I can suggest some ways to conserve energy. • I can recall a time when I felt stuck but found a way through! | <ul style="list-style-type: none"> • I can identify when I feel stuck. • I can choose to persevere when I feel stuck or in completing a challenge. • I can identify an area of my life where I am doing well. • I can describe what a setback is. • I can give an example of a setback. • I can demonstrate basic first aid skills. • I can identify a dream I have. • I can list some attitudes I need to develop to achieve my dreams. • I can describe what ‘change’ is and give some examples in my life. • I can suggest something I can do that helps me to manage change. • I can recall a time when I felt stuck but found a way through! | <ul style="list-style-type: none"> • I can describe a situation where I felt stuck. • I can suggest some ways I can persevere when I feel stuck. • I can list some skills and attitudes needed to meet the challenges. • I can identify habits I need to develop or lose in order to achieve my goals. • I can think of someone who encourages me. • I can think of someone I can encourage. • I can choose pictures of things that inspire me. • I can create ‘A Dream of my Heart is...’ statement. • I can describe what puberty is. • I can describe key physical changes that take place as puberty begins. • I can recall a time when I felt stuck but found a way through! | <ul style="list-style-type: none"> • I can describe situations where I feel stuck. • I can suggest ways to persevere when I feel stuck. • I can say when I find a situation difficult or challenging. • I can give some examples of internal success. • I can give an example of something I would like to grow in internally to meet a goal I have. • I can name some tools that help me to live with hope. • I can explain key facts about the menstrual cycle. • I can describe ways to look after my health and wellbeing as I grow up. • I can recall a time when I felt stuck but found a way through. • I can use strategies that demonstrate ‘No Way Through’ isn’t True! | <ul style="list-style-type: none"> • I can describe situations where I get stuck. • I can suggest ways to persevere when I feel stuck. • I can describe the impact of changing my thinking from ‘I can’t do it’ to ‘I can’t do it yet’. • I can explain the importance of practice. • I can answer the question “How am I feeling?” • I can answer the question “Why am I feeling that way?” • I can suggest ideas of needs for “What do I need?” • I can explain the effects of having hope. • I demonstrate choosing hope. • I can describe some things that may try to keep me in my comfort zone. • I can suggest what could happen when I step outside my comfort zone, into “Where the magic happens!?” • I can apply this learning to a real-life scenario. • I can describe the changes in my brain as I go through adolescence. • I can recall a time when I felt stuck but found a way through. • I can identify strategies used to demonstrate ‘No Way Through’ isn’t True! |
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Progression Grid