

How Does Heads Up Kids[®] Support Schools to meet Statutory Guidelines, PSHE Association Guidelines & Ofsted Requirements?

This document outlines how the Heads Up Kids programme meets and supports DfE guidelines for Relationship Education (RE) and Health Education as well as the PSHE Association Curriculum Guidelines for PSHE.

As stipulated in the statutory guidelines for RE our programme provides a high quality, evidence-based and age-appropriate framework which can help prepare pupils for the opportunities, responsibilities of childhood, secondary school and adult life. Our programme provides rich opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

Heads Up Kids addresses universal themes that are applicable to all children and includes resources which can be adapted to suit the needs of individual children and settings.

“Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness.”

Secretary of State Foreword, Relationships Education Guidelines, July 2020

“Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.”

Ofsted 2020 requirements – Character Development

“Schools have an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well-prepared for adult life.”

Ofsted Character Education Framework Guidance, Nov 2019

The Heads Up Kids Wellbeing Curriculum supports children to develop:

- ✓ Resilience to setbacks
- ✓ Acquisition of social confidence
- ✓ Self-belief
- ✓ Self-control/self-regulation
- ✓ Coping skills
- ✓ Positive mental health
- ✓ An understanding and appreciation of diversity
- ✓ A sense of responsibility for their contribution to groups and wider society
- ✓ A school environment where bullying peer on peer abuse or discrimination are not tolerated

Summary of the Learning Objectives of the Statutory Relationships Education and Health Education Guidance.

Sections

RELATIONSHIPS EDUCATION

Families and people who care for me -Not covered by HUK

Caring Friendships

Respectful Relationships

Online Relationships -Year 6 Only

Being Safe -Year 6 Only

HEALTH EDUCATION

Physical Health and Mental Wellbeing

Mental Wellbeing

Internet Safety and Harms

Physical Health and Fitness

Healthy Eating

Drugs Alcohol & Tobacco

Health & Prevention

Basic First Aid

Changing Adolescent Body

} Not covered by HUK

We have numbered ALL the learning objectives in the relevant sections of the statutory guidance in order to make it easier to reference them across our curriculum guides. Please refer to the curriculum guides for each year group (below) to see which objectives are met.

RELATIONSHIPS EDUCATION

CARING FRIENDSHIPS

Pupils should know...

CF1: how important friendships are in making us feel happy and secure, and how people choose and make friends.

CF2: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

CF3: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

CF4: 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.

CF5: 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

Pupils should know...

RR1: 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.

RR2: practical steps they can take in a range of different contexts to improve or support respectful relationships.

RR3: the conventions of courtesy and manners.

RR4: the importance of self-respect and how this links to their own happiness.

RR5: 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.

ONLINE RELATIONSHIPS

Pupils should know...

ON1: that people sometimes behave differently online, including by pretending to be someone they are not.

ON2: 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.

ON3: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

ON4: how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

ON5: how information and data is shared and used online.

BEING SAFE

Pupils should know...

BS1: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

BS2: 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.

BS3: that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

BS4: how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

BS5: how to recognise and report feelings of being unsafe or feeling bad about any adult.

BS6: how to ask for advice or help for themselves or others, and to keep trying until they are heard.

BS7: how to report concerns or abuse, and the vocabulary and confidence needed to do so.

BS8: where to get advice e.g. family, school and/or other sources.

HEALTH EDUCATION

MENTAL WELLBEING

Pupils should know...

MW1: that mental wellbeing is a normal part of daily life, in the same way as physical health.

MW2: 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.

MW3: 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.

MW4: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

MW5: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

MW6: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

MW7: isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

MW8: that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

MW9: 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).

MW10: 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

Pupils should know...

IS1: that for most people the internet is an integral part of life and has many benefits.

IS2: 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.

IS3: 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. • why social media, some computer games and online gaming, for example, are age restricted.

IS4: 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.

IS5: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

IS6: where and how to report concerns and get support with issues online.

OVERVIEW OF MAIN STATUTORY LEARNING OBJECTIVES COVERED IN YEAR 3-6

	YEAR 3	YEAR 4	YEAR 5	YEAR 6*	
& CARING FRIENDSHIPS					*The Year 6 programme is under review. The programme will be completed after we have received feedback from our pilot this summer.
CF1	■	■		■	
CF2	■	■	■	■	
CF3	■	■	■	■	
CF4	■	■	■	■	
CF5	■	■		■	
RESPECTFUL RELATIONSHIPS					
RR1	■	■	■	■	
RR2	■	■	■	■	
RR3	■	■	■	■	
RR4	■	■	■	■	
RR5	■	■			
MENTAL WELLBEING					
MW1	■	■	■	■	
MW2	■	■	■	■	
MW3	■	■	■	■	
MW4	■	■	■	■	
MW5			■	■	
MW6			■	■	
MW7	■		■	■	
MW8	■			■	
MW9	■	■		■	
MW10				■	

Summary of where Heads Up Kids Sessions meet PSHE Association Objectives (Key Stage 2)

The full PSHE Curriculum Guidance can be found [here](#)

HEALTH AND WELLBEING YEAR 3 YEAR 4 YEAR 5

Objective	YEAR 3	YEAR 4	YEAR 5
1-14			
15	█	█	█
16			█
17	█		█
18	█	█	█
19	█	█	█
20	█		█
21			█
22			
23			
24	█	█	█
25-50			

RELATIONSHIPS YEAR 3 YEAR 4 YEAR 5

Objective	YEAR 3	YEAR 4	YEAR 5
1-9			
10	█	█	█
11	█	█	█
12			
13	█	█	█
14	█	█	█
15			
16		█	█
17	█	█	█
18	█	█	█
19			█
20	█	█	█
21			█
22			█
23-25			
26			█
27			
28			█
29			
30			
31	█	█	█
32	█	█	█
33	█	█	█
34	█	█	█

LIVING IN THE WIDER WORLD YEAR 3 YEAR 4 YEAR 5

Objective	YEAR 3	YEAR 4	YEAR 5
1-5			
6	█	█	█
7			█
8			█
9			█
10			
11			█
12-32			

Year 3: How do Heads Up Kids Sessions meet Statutory and PSHE Association Guidelines?

Statutory Guidance Key

Relationship Education

- Families and people who care for me (FP)
- Caring Friendships (CF)
- Respectful Relationships (RR)
- Online Relationships (OR)
- Being Safe (BS)

Physical and Mental Wellbeing

- Mental Wellbeing (MW)
- Internet Safety & Harms (IS)

PSHE Association Guidance Key

- H1-H50 = Health & Wellbeing
- R1-R34 = Relationships
- L1-L32 = Living in the wider world

HUK Sessions	HUK Aims	Specific points from Statutory Guidance	Skills summarised from PSHE Association - KS 2
1. Head Start	To give children the opportunity to develop their sense of being in a group To give children the opportunity to consider how they feel about themselves.	<ul style="list-style-type: none"> • RR1, RR3, RR4 	<ul style="list-style-type: none"> • H15 • R31/R32/R33 • L6
2. How does it feel?	To develop children's emotional literacy.	ALL ASPECTS OF CARING FRIENDSHIPS <ul style="list-style-type: none"> • MW2, MW3, MW4 	<ul style="list-style-type: none"> • H15/ H17/H18/ H19 H20/

3. Riding the friendship wave	To give children the opportunity to explore their friendships and consider how they interact with others.	<p>ALL ASPECTS OF CARING FRIENDSHIPS</p> <ul style="list-style-type: none"> • RR1, RR2 • MW2, MW9 	<ul style="list-style-type: none"> • H17 • R10/ R11/ R13/ R14/ R17/ R32/ R33/R34 • L6
4. Bullying	To enhance social skills and help children manage difficult peer relationships, including bullying.	<ul style="list-style-type: none"> • RR5 • MW7, MW8 	<ul style="list-style-type: none"> • H15, H24 • R13/ R19 R31
5. What's the weather like?	To build greater resiliency in the classroom and playground. To enable children to consider their responses to challenging situations.	<p>ALL ASPECTS OF CARING FRIENDSHIPS</p> <ul style="list-style-type: none"> • RR1, RR2 • MW2, MW9 	<ul style="list-style-type: none"> • H15, H17, H24 • R10/ R11/ R13/ R14/ R17/ R18 • R32/ R33/R34 • L6
6. Big feelings	To support emotional regulation and enable children to manage big feelings.	<ul style="list-style-type: none"> • MW2, MW3, MW4 	<ul style="list-style-type: none"> • H15, H17/ H19/ H20
7. Working together	To help children to work collaboratively. To help children to develop problem solving skills.	<ul style="list-style-type: none"> • CF5 • MW9 	<ul style="list-style-type: none"> • H24 • R18 / R20
8. Celebration - acknowledging our achievements	To boost confidence and self - esteem in children.	<ul style="list-style-type: none"> • RR4 	<ul style="list-style-type: none"> • R31

Year 4: How do Heads Up Kids Sessions meet Statutory and PSHE Association Guidelines?

Statutory Guidance Key

Relationship Education

- Families and people who care for me (FP)
- Caring Friendships (CF)
- Respectful Relationships (RR)
- Online Relationships (OR)
- Being Safe (BS)

Physical and Mental Wellbeing

- Mental Wellbeing (MW)
- Internet Safety & Harms (IS)

PSHE Association Guidance Key

- H1-H50 = Health & Wellbeing
- R1-R34 = Relationships
- L1-L32 = Living in the wider world

HUK Sessions	HUK Aims	Specific points from Statutory Guidance (See Key Below)	Skills summarised from PSHE Association - KS2
1. Connection Wheel Game	To enable the class to deepen their understanding of one another in order to strengthen their sense of group.	<p>ALL ASPECTS OF CARING FRIENDSHIPS</p> <ul style="list-style-type: none"> • RR1, RR2, RR3, RR4 	<ul style="list-style-type: none"> • H15 • R10 / R11 / R13 / R14 / R16 / R18 / R31 / R32 / R33 • L6
2. Lending a Hand - Sharing skills with one another	To give the class an opportunity to think about the many ways that they can support one another and to introduce the idea to the class that they all have different strengths.	<ul style="list-style-type: none"> • CF1, CF2, CF3 • RR1, RR2, RR3, RR4 	<ul style="list-style-type: none"> • H24 • R10 / R11 / R13 / R14 • R31 / R32 / R33 / R34 • L6

3. Sharks	To enable the children to think of their class as a community for which they are all responsible and where they all look out for each other.	<ul style="list-style-type: none"> • CF1, CF2, CF3 • RR1, RR2, RR3 	<ul style="list-style-type: none"> • R10 / R11 / R13 / R14 • R31 / R32 / R33 / R34 • L6
4. Marshmallow Tower	To give the children an opportunity to think about how they problem solve and work collaboratively.	<ul style="list-style-type: none"> • RR1, RR2, RR3, RR4, RR5 	<ul style="list-style-type: none"> • H24 • R31 / R32 / R33 / R34 • L6
5. Friendship Pics	To think about how good friendships make us feel.	<ul style="list-style-type: none"> • ALL ASPECTS OF CARING FRIENDSHIPS • RR1, RR2, RR3, RR4 	<ul style="list-style-type: none"> • R10 / R11 / R13 / R14 / R16 / R18 • R31 / R32 / R33 / R34 • L6
6) Stepping-stones	To introduce the children to the idea that there are a variety of ways that they can solve problems with their peers.	<ul style="list-style-type: none"> • CF2 • RR2 • MW9 	<ul style="list-style-type: none"> • H24 • R11/ R20 • R33 / R34
7. Our thoughts and feelings	To enable the children to think about the skills they can use in different social situations.	<ul style="list-style-type: none"> • ALL ASPECTS OF CARING FRIENDSHIPS • RR1, RR2, RR3 • MW3 	<ul style="list-style-type: none"> • H19 • R10 / R11 / R13 / R14 / R16 / R18 • R32 / R33 / R34 • L6
8. Mixed emotions	To enable the children to begin to understand that our emotions can be mixed.	<ul style="list-style-type: none"> • MW2, MW3, MW4 	<ul style="list-style-type: none"> • H15 / H18 / H19
9. How do we try? What is resilience?	To give the children the opportunity to think about what resiliency is and to draw on their own resilient experiences.	<ul style="list-style-type: none"> • MW2, MW3, MW4 	<ul style="list-style-type: none"> • H15 / H18 / H19

Year 5: How do Heads Up Kids Sessions meet Statutory and PSHE Association Guidelines?

Statutory Guidance Key

Relationship Education

- Families and people who care for me (FP)
- Caring Friendships (CF)
- Respectful Relationships (RR)
- Online Relationships (OR)
- Being Safe (BS)

Physical and Mental Wellbeing

- Mental Wellbeing (MW)
- Internet Safety & Harms (IS)

PSHE Association Guidance Key

- H1-H50 = Health & Wellbeing
- R1-R34 = Relationships
- L1-L32 = Living in the wider world

HUK Sessions	HUK Aims	Specific points from Statutory Guidance	Skills summarised from PSHE Association - KS2
1. Introduction and gratitude	To introduce the theme of "being a community." To think about how gratitude develops resilience. To explore the ideas of how gratitude and kindness are linked.	<ul style="list-style-type: none"> • RR1, RR2, RR3, RR4 • MW3, MW5 	<ul style="list-style-type: none"> • H15, H19 • R31 / R32 / R33 / R34 • L6
2. Being a Group	To continue to think about: how we can support others when we work together. Social circles and the idea of making space for others. What it is like to be on the inside and on the outside To consider the impact of inclusion and exclusion. How exclusion causes feelings of isolation and loneliness.	<ul style="list-style-type: none"> • CF2, CF3 • RR1, RR3, RR4 • MW7 	<ul style="list-style-type: none"> • H24 • R11 / R13 / R14 • R31 / R32 / R33 / R34 • L6

3. How we listen and what we hear	<p>To give children the opportunity to develop active listening skills. For children to explore how feelings and perspectives can affect what we think we hear. For children to think about how we manage when communication goes wrong.</p>	<ul style="list-style-type: none"> • MW2, MW3, MW4 	<ul style="list-style-type: none"> • H17 / H19 / H20 / H21
4. Being resourceful	<p>To enable children to reframe how they see something. To enable children to think about how they can be resourceful. To find positives and strengths to help themselves or others.</p>	<ul style="list-style-type: none"> • RR2 • MW6 	<ul style="list-style-type: none"> • H16 • R33 / R34
5. Pumped Up Feelings	<p>For children to consider what contributes to big feelings and how they behave when they have big feelings. For children to develop strategies around coping with big feelings.</p>	<ul style="list-style-type: none"> • MW2, MW3, MW4 	<ul style="list-style-type: none"> • H15 / H17 / H18 / H19 / H20 / H21
6. Don't let it stick	<p>To think about how we manage negative social situations To think about how we manage difficult social interactions. We can change how we think about a situation.</p>	<ul style="list-style-type: none"> • CF4 • IS4 	<ul style="list-style-type: none"> • H15 / H24 • R16 / R17 / R20 • L11

7. Feelings Graph	To give children the opportunity to think about: how they behave in difficult situations, appropriate responses in difficult situations. To consider when to ask an adult for help To think about "help" and what that means.	<ul style="list-style-type: none"> • CF5 • MW9 	<ul style="list-style-type: none"> • H15 / H21 • R18/ R20
8. Pressing Pause	For children to develop the ability to stop and think when they are in a difficult situation. To develop strategies for self-control and de-escalating arguments. To begin to think about conflict resolution.	<ul style="list-style-type: none"> • CF4, CF5 • RR2 	<ul style="list-style-type: none"> • R16 / R18 • R33 / R34 • L6 / L7 / L8 / L9
9. Ending	Summary	<ul style="list-style-type: none"> • ALL ASPECTS OF CARING FRIENDSHIPS • ALL ASPECTS OF RESPECTFUL RELATIONSHIPS 	<ul style="list-style-type: none"> • R10 / R11 / R13 / R14 / R16 / R18 • R19 / R20 / R21 / R22 / R26 / R28 / R31 / R32/ R33 / R34 • L6 / L7 / L8 / L9