Windsor Academy Trust
Colley Lane Primary Academy

Relationship and Sex Education (RSE) and Health Education Policy Primary	
Responsible Committee:	Education Performance and Standards Committee
Implementation date:	September 2026
Next review date:	July 2027

All SRE (sex and relationships) has been amended to RSE (relationships and sex) throughout the policy except if referring to external documents where SRE is used

DOCUMENT CONTROL	
VERSION NUMBER:	V1.0
POLICY STATUS:	Statutory
POLICY TYPE:	Trustwide
REQUIRED TO PUBLISH:	Yes
POLICY LEAD:	Director of Education

VERSION CONTROL		
VERSION	**DATE**	**CHANGES**
V 1.1	01/9/26	SCHEDULED REVIEW

Contents

1. Aims
2. Statutory requirements
3. Policy development and Review
4. Defining Relationships and Sex education
5. Delivery of RSE curriculum
6. Roles and responsibilities
7. Parents' right to withdraw
8. Equal opportunities
9. Safeguarding, Confidentiality and Reporting
10. Training
11. Additional information
12. Monitoring arrangements
13. Appendices

Introduction

This policy outlines for all stakeholders, the key elements of Relationships and Sex Education (RSE) delivery across the primary schools of Windsor Academy Trust. All schools must have an up to date RSE policy which is made available for different stakeholders. The policy will:

- Define relationships and sex education;
- Describe how relationships and sex education is provided and who is responsible for providing it;
- Explain how relationship and sex education is monitored and evaluated;
- Include information about parents' rights to withdrawal;
- Be reviewed annually.

1. Aims and objectives

1.1 The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

1.2 The Windsor Academy Trust Primary RSE policy therefore has the following aims:

- To provide the knowledge and information to which all students are entitled
- To raise students' self-esteem and confidence, especially in their relationships with others
- To help students develop skills (language, decision making, choice and assertiveness) and make the most of their abilities
- To develop students' skills for a healthier and safer lifestyle
- To develop students' communication skills and assertiveness skills to cope with the influences of their peers and the media
- To ensure students know how to keep themselves safe when using social media
- To provide a description of how RSE is delivered, monitored and evaluated in school

- To help students learn to respect and care for their bodies
- To prepare students for puberty and adulthood
- To help students learn how to gain access to information and support.

1.3 At the end of Key Stages 1 and 2, students will have had opportunities to gain the knowledge and skills necessary to build and maintain healthy, respectful relationships focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. They will also have considered their own and others' attitudes towards relationships and the scientific aspects of sex, as they begin to develop positive values which will guide them in making healthy choices in their future relationships.

2. Statutory requirements

2.1 Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- DfE 2000 Sex and Relationships Education guidance DfE Guidance.
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Children and Social Work Act (2017)
- Keeping children safe in education – Statutory safeguarding guidance
- Sex and Relationship Education (SRE) for the 21st century' (2019)
- Relationship and Sex Education (RSE) and Health Education (2020)
- Development Matters - non-statutory curriculum guidance for EYFS (2020).

2.2 *Revised definitions:*

'Relationships and sex education (RSE) and health education' July 2020, replaces 'Sex and Relationships guidance', 2000. Relationship and sex education and Health education are now compulsory. This guidance applies to all schools providing primary education. The statutory guidance specifies what students should know by the end of primary school.

2.3 *Relationships and sex education:*

Families, Respectful relationships and friendships, online and media, being safe, intimate and sexual relationships, including sexual health.

2.4 *Physical health and mental wellbeing:*

Mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and an introduction to the key changes to the body, during puberty.

3. Policy development and review

3.1 This policy was written by the combined primary PSHE/RSE subject leaders of Windsor Academy Trust, using materials referenced above. There are sections within this policy which are individualised and are adapted by each setting. Parents/carers in each setting were invited to feedback on the policy and are able to view the policy on each school's website. The policy was then disseminated to all staff so that they were able to provide feedback. This policy will be approved by the Trust Board and is shared with the Local Advisory Board of each individual school to ensure that it is implemented in practice.

3.2 The RSE policy for staff will be monitored and reviewed annually by key senior staff and the primary PSHE/RSE subject leaders of Windsor Academy Trust. Any review of the policy will take into consideration the needs of students and national advice and guidance. Any recommended changes need to be approved by the Trust Board on an annual basis.

3.3 All children are entitled to a good quality RSE curriculum that meets their needs. Colley Lane Primary Academy will involve its students from Years 1 to year 6 in having a say in developing RSE practice. RSE will be audited and reviewed regularly to ensure that it meets the needs of the students across the academy trust and each individual school.

3.4 Pupils in the Early Years Foundation Stage, will be entitled to good quality PSED (Personal, Social and Emotional Development) which meet their needs. Windsor Academy Trust primary schools will involve its pupils in Nursery and Reception classes in developing PSED practice, as documented in Development Matters (2020).

4. Defining Relationships and Sex Education

4.1 Relationships and sex education (RSE) is learning about our bodies, health and relationships; with a particular focus on different types of relationships, personal health and hygiene, mental wellbeing, dealing with emotions and managing personal relationships. In upper KS2, this will also include teaching about puberty and changes to the body during adolescence. RSE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child. It responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up.

4.2 RSE teaches children to develop values, attitudes, and learn personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices and understand the importance of caring and loving relationships. As such it has a significant role to play in a child's social, moral, spiritual and cultural development.

4.3 RSE makes an essential and significant contribution to safeguarding children during their school-age years and into the future. RSE should enable young people to develop skills and confidence to access professional advice and appropriate health services. It enables children to understand their physical and emotional development and enables them to take increasing responsibility for their own health and wellbeing and that of others.

4.4 "Effective relationships and sex education is essential if young people are to make responsible and well informed decisions about their lives. School provides a setting in which young people can be offered appropriate RSE. The purpose of RSE is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development and by helping them to understand themselves, respect others and form and sustain healthy relationships". RSE is not about the promotion of sexual activity.

5. Delivering the RSE Curriculum

5.1 The delivery of relationships and sex education is factual, sensitive and balanced, not judgemental. RSE encourages in students a heightened awareness of the significance of family life, marriage and stable and loving relationships. The personal beliefs and attitudes of teachers will not influence the teaching of relationship and sex education.

5.2 All those who teach aspects of RSE within Colley Lane Primary Academy are expected to be guided by following the values framework. The teaching of RSE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another.

5.3 How RSE delivered at Colley Lane Primary Academy. The organisation and delivery of RSE is via dedicated lessons throughout the academic year as part of the school's PSHE curriculum. Some aspects of the RSE curriculum are taught through science, computing and physical education. It is coordinated by the PSHE subject lead and overseen by the Assistant Headteacher. The key curriculum aspects of RSE are based on the DfE RSE Statutory Guidance DfE Guidance and taught using a question-based approach. The One Decision long-term curriculum progression map can be seen in appendix 2.

5.4 Our RSE curriculum provides a strong basis for educating young people about respectful relationships and appropriate behaviour. However, there may be issues that arise that need addressing before they appear in our RSE curriculum map. Where this is the case, we will provide educational intervention with individuals, groups of cohorts sooner to ensure that issues are addressed proactively.

5.5 At Windsor Academy Trust schools, relationships focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe.

5.6 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

5.7 For more information about our RSE curriculum, see Appendix 1 and 2.

5.8 Resources for all lessons, activities and events are developed and/or sourced from One Decision. These are checked for suitability before use. All resources are evaluated after use by staff and students.

5.9 Students are taught in appropriate groups and may be taught in mixed or single gender groups depending upon the nature and sensitivity of the topic. Support for individual students and groups, information and signposting advice can be offered by the RSE/PSHE lead or a member of the senior leadership team in each primary academy.

5.10 Visitors to any Windsor Academy Trust primary school, such as health professionals and members of voluntary organisations, may be invited to contribute to RSE sessions. They will be given a copy of this policy and will be expected to work within the values framework described within. A teacher will always be present during the session. Prior to agencies attending the school, key members of staff must ensure that:

- Appropriate checks have been made
- Their input is integrated within a planned programme appropriate planning sheets/lesson plans have been produced
- School/Class background information has been issued
- Resources have been checked for suitability
- Confirmation of dates and times have been confirmed in writing
- An evaluation process has been agreed.

5.11 Each Windsor Academy Trust primary school will inform parents/carers when aspects of the RSE programme are taught. Students cannot be withdrawn from any part of RSE which falls within the statutory National Curriculum Science orders. Any complaints or questions about the delivery of RSE should be addressed to the headteacher of the primary school attended.

6. Roles and responsibilities

6.1 The Trust Board is responsible for approving the RSE Policy.

6.2 The Local Advisory Board of each Windsor Academy Trust school will be aware of the RSE policy, and hold the headteacher to account for its implementation.

6.3 The headteacher in each academy is responsible for ensuring that RSE is taught consistently well across the school.

6.4 The RSE/PSHE curriculum leader in each academy is responsible for ensuring RSE content is taught, assessed and reviewed. This may be in conjunction with the headteacher. The RSE/PSHE curriculum leader in each academy will report directly to the relevant senior leader.

6.5 Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- The non-statutory/non-science components of RSE.

6.6 Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the PSHE curriculum leader or their headteacher.

6.7 Pupils are expected to engage fully in RSE and, when discussing and responding to issues related to RSE. All pupils will treat others with respect and sensitivity.

7. Parents' right to withdraw

7.1 It is important to note that at primary level, relationship and health education will be taught as per Government guidance and therefore no sex education will be taught (these are taught in secondary school). However, as per the statutory guidelines, the scientific aspects of the human life cycle and puberty will be taught at primary.

7.2 Parents do not have the right to withdraw their children from Health or Relationships education at primary level.

8. Equal Opportunities

8.1 All students are entitled to receive relationships and sex education regardless of ability, gender, race, religious belief or grouping. Through relationship and sex education, we seek to develop a positive view of female and male sexuality.

8.2 We ensure RSE is inclusive and meets the needs of all our students including those with special education needs and disabilities (SEND) by providing specialist support and follow up conversation where necessary.

8.3 It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required.

8.4 Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in RSE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

9. Safeguarding/Confidentiality/Reporting

9.1 Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a child protection issue. If this happens staff should follow the guidance in Colley Lane Primary Academy's Safeguarding and Child Protection policy. Under the common law young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection.

9.2 We will ensure that every young person is clear who they can raise concerns with in school if they have witnessed or been the subject of inappropriate sexualised behaviour, (including peer on peer abuse or online abuse). As stated in our Safeguarding and Child Protection Policy, sexual harassment or violence of any kind is not acceptable and will not be tolerated. It should not be passed off as 'banter' or 'having a laugh'. These are our guiding principles when listening and responding to students' views and disclosures. Any students found to be behaving inappropriately will be sanctioned in accordance with our behaviour policy.

9.3 Should any parents be concerned about their child having witnessed or been the subject of inappropriate sexualised behaviour (including peer on peer abuse or online abuse), then they should report it immediately to a senior leader in school.

9.4 This policy must be read in conjunction with the academy's Safeguarding and Child Protection policy and E-safety policy where there is wide-ranging guidance on specific safeguarding issues.

10. Training

10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The headteacher may also invite visitors from

outside the school, such as school nurses to provide support and training to staff teaching RSE.

11. Monitoring arrangements

11.1 The delivery of RSE is monitored in each academy by the respective RSE/PSHE curriculum leader and members of the senior leadership team.

11.2 Pupils' development in RSE is monitored by class teachers as part of internal assessment systems.

11.3 This policy will be reviewed by key senior staff and primary RSE/PSHE subject leaders of Windsor Academy Trust. At every review, the policy will be approved by the Trust Board.

Date of last review: July 2026

Appendix 1 - What children should know by the end of primary school

Relationships Education (Primary)	
Families and people who care for me	● that families are important for children growing up because they can give love, security and stability. ● 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. ● 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. ● 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. ● that marriage13 represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ● 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	● how important friendships are in making us feel happy and secure, and how people choose and make friends. ● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ● 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. ● 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	● 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. ● practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. ● the importance of self-respect and how this links to their own happiness.

	• 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. 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	• that people sometimes behave differently online, including by pretending to be someone they are not.
	• 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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.

	● 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. ● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ● 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). ● 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	● that for most people the internet is an integral part of life and has many benefits.

Physical health and mental wellbeing: Primary

	● 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. ● 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. ● 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. ● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ● where and how to report concerns and get support with issues online.

Physical health and fitness	● the characteristics and mental and physical benefits of an active ● lifestyle. 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. ● the risks associated with an inactive lifestyle (including obesity). ● how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	● what constitutes a healthy diet (including understanding calories and other nutritional content). ● the principles of planning and preparing a range of healthy meals. ● 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	● the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	● how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ● about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ● the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ● about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ● about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ● the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	● how to make a clear and efficient call to emergency services if necessary. ● concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	● key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ● about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 2 - 1decision Long Term Overview Y1-6 and Skills Progression Document (Primary)
Note: Y6 Conception unit will not be taught

	Keeping/ Staying Safe	Keeping/ Staying Healthy	Relationships	Being Responsible	Feelings & Emotions	Computer Safety	Our World	Fire Safety SPECIAL*	Hazard Watch *(This module will soon be replaced)*
YEAR 1	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	**Long-Term Baseline Assessment** **Is it safe to eat or drink?** **Is it safe to play with?** **Long-Term Summative Assessment**
	Topic: **Road Safety**	Topic: **Washing Hands**	Topic: **Friendship**	Topic: **Water Spillage**	Topic: **Jealousy**	Topic: **Online Bullying**	Topic: **Growing in Our World**	Topic: **Hoax Calling**	
YEAR 2	Topic: **Tying Shoelaces**	Topic: **Healthy Eating**	Topic: **Bullying**	Topic: **Practice Makes Perfect**	Topic: **Worry**	Topic: **Image Sharing**	Topic: **Living in Our World**	Topic: **Petty Arson**	
		Topic: **Brushing Teeth**	Topic: **Body Language**	Topic: **Helping Someone in Need**	Topic: **Anger**	Topic: **Computer Safety Documentary**	Topic: **Working in Our World**	Topic: **Texting Whilst Driving**	
YEAR 3	Topic: **Staying Safe**	Topic: **Medicine**	Topic: **Touch**	Topic: **Stealing**	Topic: **Grief**	Topic: **Making Friends Online**	Topic: **Looking After Our World**	Topic: **Enya & Deedee Visit the Fire Station**	
	Topic: **Leaning Out of Windows**								
	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	

	Keeping/ Staying Safe	Keeping/ Staying Healthy	Growing & Changing	Being Responsible	Feelings & Emotions	Computer Safety	The Working World	A World Without Judgement	First Aid SPECIAL
YEAR 4	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**
	Topic: **Cycle Safety**	Topic: **Healthy Living**	Topic: **Appropriate Touch (Relationships)**	Topic: **Coming Home on Time**	Topic: **Jealousy**	Topic: **Online Bullying**	Topic: **Chores at Home**	Topic: **Breaking Down Barriers**	Topic: **First Aid Year 4**
YEAR 5	Topic: **Peer Pressure**	Topic: **Smoking**	Topic: **Puberty**	Topic: **Looking Out for Others**	Topic: **Anger**	Topic: **Image Sharing**	Topic: **Enterprise**	Topic: **Inclusion & Acceptance**	Topic: **First Aid Year 5**
	Topic: **Adults' & Children's Views**	Topic: **Adults' & Children's Views**	Topic: **Adults' & Children's Views**	Topic: **Adults' & Children's Views**	Topic: **Adults' & Children's Views**	Topic: **Adults' & Children's Views**	Topic: **Adults' & Children's Views**	Topic: **Adults' & Children's Views**	
YEAR 6	Topic: **Water Safety**	Topic: **Alcohol**	Topic: **Conception**	Topic: **Stealing**	Topic: **Worry**	Topic: **Making Friends Online**	Topic: **In-App Purchases**	Topic: **British Values**	Topic: **First Aid Year 6 (Part 1)**
									Topic: **First Aid Year 6 (Part 2)**
	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**

Keeping/Staying Safe Module for years 1 -6			
	Topic	**Knowledge**	**Skills Progression**
Year 1	**Baseline Topic**	**PSHE Links** (KS1) - H8, H29, H30, H32, H33, R1, R2, R15, R19, R20 **RSHE DfE Links** - R1, R2, R6, R11, R28, R29, R30, R31, R32, P2	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of keeping/staying safe.
	Road Safety	**PSHE Links** (KS1) - H29, H32, H33, R2, R17, R20 **RSHE DfE Links** - R1	• understand why it is important to stay safe when crossing the road • be able to recognise a range of safe places to cross the road • understand the differences between safe and risky choices • know different ways to help us stay safe
Year 2	**Tying Shoelaces**	**PSHE Links** (KS1) - H13, H14, H15, H16, H29, H30, R1 **RSHE DfE Links** - R2	• know the reasons to make sure your laces are tied • learn how to tie up laces properly • know rules to keep yourself and others safe • understand the differences between safe and risky choices
	Staying Safe	**PSHE Links** (KS1) - H22, H29, H32, H33, R1, R2, R15, R16, R17, R19, R20, R22, L5, L16 **RSHE DfE Links** - R1, R2, R4, R11, R16, R19, R25, R28, R29, R30, R31, R32	• know ways to keep yourself and others safe • be able to recognise risky situations • be able to identify trusted adults around you • understand the differences between safe and risky choices
Year 3	**Leaning Out of Windows**	**PSHE Links** (KS1) - H29, H30, H32, H33, H35, H36, R1, R2, L1 (KS2) - H38, H39, H41, H42 **RSHE DfE Links** -R2, P32	• be able to recognise a range of warning signs • be able to spot the dangers we may find at home • know the importance of listening to our trusted adults • be able to understand ways we can keep ourselves and others safe at home • know the differences between safe and risky choices
	Summative Topic	**PSHE Links** (KS1) - H8, H10, H24, H28, H29, H30, H31, H32, H33, H35, H36, R1, R2, R5, R15, R16, R17, R19, R20, L5 (KS2) - H12, H38, H39, H40, H41, H44, R6, R8, R18, R22, R24, R25, R26, R28, R29 **RSHE DfE Links** - R1, R2, R4, R11, R19, R25, R27, R28, R29, R30, R31, R32, P27	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

Keeping/Staying Safe Module for years 1 - 6			
	Topic	**Knowledge**	**Skills Progression**
Year 4	Baseline Topic	**PSHE Links** (KS2) - H37, H38, H39, H41, R24, R29, L5 **RSHE DfE Links** - R1, R28, R30, R31	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of keeping/staying safe.
	Cycle Safety	**PSHE Links** (KS2) - H3, H7, H35, H37, H38, H41, R6, R8, R30, L1, L4, L6, L7 **RSHE DfE Links** - R1, R2, R4, P4	• identify strategies we can use to keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident • identify what is a risky choice • create a set of rules for and identify ways of keeping safe
Year 5	Peer Pressure	**PSHE Links** (KS2) - H18, H19, H20, H24, H35, H37, H38, H39, H41, R10, R11, R15, R17, R18, R22, R28, R29, R34, L4 **RSHE DfE Links** - R7, R8, R11, R13, R25, R29, R30, R31, R32, P3	• identify strategies we can use to keep ourselves and others safe • recognise ways to manage peer pressure • explain the potential outcomes that may happen when we take risks • recognise the impact and possible consequences of an accident or incident
	Adults' & Children's Views	**PSHE Links** (KS2) - H35, H37, H38, H39, H40, H41, H42, R6, R26, R29, R33, R34, L1 **RSHE DfE Links** - R2, R2, R19, R22, R28, R29, P13	Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.
Year 6	Water Safety	**PSHE Links** (KS2) - H37, H38, H39, H41, R15, R18, R28, R29, L1 **RSHE DfE Links** - R11, R29, R30, R31, R32	• identify a range of danger signs • develop and name strategies that can help keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident
	Summative Topic	**PSHE Links** (KS2) - H35, H37, H38, H39, H40, H41, R15, R24, R26, R28, R29, L1 **RSHE DfE Links** - R11, R29, R30, R31, R32	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

Keeping/Staying Healthy Module for years 1 - 6			
	Topic	**Knowledge**	**Skills Progression**
Year 1	**Baseline Topic**	**PSHE Links** (KS1) - H1, H3, H4, H5, H7, H9, H17 **RSHE DfE Links** - P1, P5, P6, P12, P18, P19, P20, P28, P29, P30	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of keeping/staying healthy.
	Washing Hands	**PSHE Links** (KS1) - H1, H5 **RSHE DfE Links** - P6, P30	• understand why we need to wash our hands • know how germs are spread and how they can affect our health • be able to practise washing your hands • know the differences between healthy and unhealthy choices
Year 2	**Healthy Eating**	**PSHE Links** (KS1) - H1, H2 **RSHE DfE Links** - P20, P22, P23, P24	• know that food is needed for our bodies to be healthy and to grow • understand that some foods are better for good health than others • be able to list different types of healthy food • understand how to keep yourself and others healthy • know the differences between healthy and unhealthy choices
	Brushing Teeth	**PSHE Links** (KS1) - H1, H2, H5, H7, H10 **RSHE DfE Links** - P6, P24, P29	• understand why we need to brush our teeth • be able to practise brushing your teeth • know the differences between healthy and unhealthy choices • be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy
Year 3	**Medicine**	**PSHE Links** (KS1) - H6, H10, H31, H33, R17, R20 (KS2) - H10, H14, H40, R11, R15, R18, R26, R28 **RSHE DfE Links** - R8, R11, P25, P31	• know, understand, and be able to practise simple safety rules about medicine • understand when it is safe to take medicine • know who we can accept medicine from • understand the differences between healthy and unhealthy choices
	Summative Topic	**PSHE Links** (KS1) - H1, H2, H3, H4, H5, H6, H7, H9, H10, H17 (KS2) - H1, H2, H3, H6, H7, H9, H10, H11, H12, H13, H14, H15 **RSHE DfE Links** - P5, P12, P18, P19, P20, P21, P23, P24, P28, P29, P30	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

Keeping/Staying Healthy Module for years 1 - 6			
	Topic	**Knowledge**	**Skills Progression**
Year 4	Baseline Topic	**PSHE Links** (KS2) - H1, H2, H3, H4, H6, H7, H8, H9, H11, H15, H16, H21 **RSHE DfE Links** - P1, P5, P6, P9, P18, P19, P20, P21, P28, P29, P30	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of keeping/staying healthy.
	Healthy Living	**PSHE Links** (KS2) - H2, H3, H4, H5, H6, H7, H8, H9, H11, H13, H16, H21 **RSHE DfE Links** - P1, P5, P6, P9, P12, P18, P19, P20, P21, P22, P23, P24, P28, P29, P30	• explain what is meant by a balanced diet and plan a balanced meal • recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older • understand nutritional information on packaged food and explain what it means • describe different ways to maintain a healthy lifestyle
Year 5	Smoking	**PSHE Links** (KS2) - H1, H3, H4, H37, H46, H47, H48, H49, H50, R11, R15, R18, R28, L1 **RSHE DfE Links** - R8, R11, P25	• explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. • describe how smoking can affect your immediate and future health and wellbeing • give reasons why someone might start and continue to smoke • identify and use skills and strategies to resist any pressure to smoke
	Adults & Children's Views	**PSHE Links** (KS2) - H1, H2, H3, H4, H7, H8, H10, H12, H13, H14, H15, H16, H21, H46, R8, R14, R33, R34 **RSHE DfE Links** - R1, R2, R8, R9, P1, P5, P6, P12, P18, P19, P20, P21, P24, P27	Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.
Year 6	Alcohol	**PSHE Links** (KS2) - H1, H4, H10, H37, H38, H46, H47, H48, H50, R9, R10, R15, R18, R28, R29, R34, L1 **RSHE DfE Links** - P25	• identify what is a risky choice • identify the risks associated with alcohol • describe how alcohol can affect your immediate and future health • develop and recognise skills and strategies to keep safe **To review drug extension skills progression see teachers notes**
	Summative Topic	**PSHE Links** (KS2) - H1, H2, H3, H5, H10, H12, H14, H15, H16, H18, H21, H22, H37, H39, H40, H46, H47 **RSHE DfE Links** - R31, R32, P1, P2, P3, P9, P10, P21, P25, P26, P27	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

Relationships Module for years 1 - 3			
	Topic	**Knowledge**	**Skills Progression**
Year 1	**Baseline Topic**	**PSHE Links** (KS1) - H15, H16, H17, H21, H22, R1, R2, R3, R4, R5, R23, L4, L6 **RSHE DfE Links** - R1, R2, R3, R4, R12	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of relationships.
	Friendship	**PSHE Links** (KS1) - H15, H24, R6, R8, R9, R11, R21, R22, R24, R25, L6 **RSHE DfE Links** - R7, R8, R9, R10, R12, R13	• understand how to be a good friend • be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view
Year 2	**Bullying**	**PSHE Links** (KS1) - H11, H12, H14, H16, H24, R6, R7, R9, R11, R12, R21, R24 **RSHE DfE Links** - R7, R8, R9, R11, R12, R13, R17, R25, P3, P7, P8	• be able to name a range of feelings • understand why we should care about other people's feelings • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours
	Body Language	**PSHE Links** (KS1) - H11, H12, H13, H14, H15, H16, H18, H19, R2, R5, R6, R8, R10, R21, R22, R24 **RSHE DfE Links** - R7, R8, R9, R10, R11, R13, P2, P3, P4	• be able to recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person's point of view • understand why it is important to care about other people's feelings
Year 3	**Touch**	**PSHE Links** (KS1) - H19, H25, R5, R10, R11, R12, R13, R16, R20, R21, R22, R25 (KS2) - H18, H24, R8, R9, R11, R18, R22, R25, R26, R29 **RSHE DfE Links** - R2, R6, R8, R9, R11, R12, R16, R19, R25, R27, R29, R30, R31, R32	• understand the difference between appropriate and inappropriate touch • know why it is important to care about other people's feelings • understand personal boundaries • know who and how to ask for help • be able to name human body parts
	Summative Topic	**PSHE Links** (KS1) - H16, H18, H19, H24, H32, H33, R2, R5, R6, R9, R10, R11, R12, R16, R17, R18, R20, R21, R22 (KS2) - H18, H24, R8, R9, R11, R18, R22, R25, R26, R29 **RSHE DfE Links** - R6, R7, R8, R9, R10, R11, R12, R13, R15, R16, R17, R25, R26, R27, R28, R29, R30, R31, R31, P3	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

Growing and Changing Module for years 4 - 6

	Topic	Knowledge	Skills Progression
Year 4	**Baseline Topic**	**PSHE Links** (KS2) - H35 **RSHE DfE Links** - This assessment does not link to the DfE statutory elements	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of relationships.
	Appropriate Touch (Relationships)	**PSHE Links** (KS2) - H18, H19, H20, H21, H24, H25, H27, R1, R3, R4, R5, R6, R7, R8, R9, R16, R22, R24, R25, R27, R29, R32, L2, L6, L8 **RSHE DfE Links** - R1, R2, R3, R4, R5, R6, R12, R13, R16, R25, R26, R27, R28, R29, R30, R31, R32, P2	• identify the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable
Year 5	**Puberty**	**PSHE Links** (KS2) - H1, H17, H19, H24, H30, H31, H32, H34, R2 **RSHE DfE Links** - R32, P2, P3, P9, P21, P34, P35	• explain what puberty means • describe the changes that boys and girls may go through during puberty • identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty
	Adults & Children's Views	**PSHE Links** (KS2) - H19, H21, H24, R1, R6, R8, R10, R11, R14, R33, R34 **RSHE DfE Links** - R1, R2, R4, R7, R8, R9, R13, R14, P3, P6	Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.
Year 6	**Conception** Parents/carers can withdraw their children from this topic	**PSHE Links** (KS2) - H19, H30, H33, H34, R1, R2, R6, R7, R32, L8 **RSHE DfE Links** - R1, R2, R3, P35	• explain the terms 'conception' and 'reproduction' • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explain various different stages of pregnancy • identify the laws around consent
	Summative Topic	**PSHE Links** (KS2) - H17, H18, H19, H20, H24, H31, H32, H33, H34, R1, R18, R29, R31, L4 **RSHE DfE Links** - R4, R6, R7, R8, R9, R10, R11, R12, R13, R16, R25, R26, R29, R30, R31, R32, P34, P35	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

Being Responsible Module for years 1 - 6			
	Topic	**Knowledge**	**Skills Progression**
Year 1	**Baseline Topic**	**PSHE Links** (KS1) - H17, H22, H26, H27, R1 **RSHE DfE Links** - R2	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of being responsible.
	Water Spillage	**PSHE Links** (KS1) - H28, H29, H30, H35, H36, R21, L1 **RSHE DfE Links** - R2, R13, P32	• know how you can help people around you • understand the types of things you are responsible for • know how and understand the importance of preventing accidents • be able to recognise the differences between being responsible and being irresponsible
Year 2	**Practice Makes Perfect**	**PSHE Links** (KS1) - H3, H18, H22, H23, H24, R23, R24, R25, L14, L17 **RSHE DfE Links** - R12, P6, P19	• be able to name ways you can improve in an activity or sport • understand the importance of trying hard and not giving up • be able to see the benefits of practising an activity or sport • be able to learn ways to set goals and work to reach them
	Helping Someone in Need	**PSHE Links** (KS1) - H29, H32, R15, R17, R19, R20, R22 **RSHE DfE Links** - R8, R11, R13, R14, R15, R16, R28, R29	• know how you can help other people • be able to recognise kind and thoughtful behaviours and actions • understand the risks of talking to people you don't know very well in the community • be able to identify the differences between being responsible and being irresponsible
Year 3	**Stealing**	**PSHE Links** (KS1) - H14, H15, R6, R22, L12 (KS2) - R11, R18, R22, R26, R28, R31, L1 **RSHE DfE Links** - R8, R11, R13, R16, R19	• understand the differences between borrowing and stealing • be able to describe how you might feel if something of yours is borrowed and not returned • know why it is wrong to steal • be able to understand the differences between being responsible and irresponsible
	Summative Topic	**PSHE Links** (KS1) - H26, H29, R21 (KS2) - H35, H38 **RSHE DfE Links** - R8, R13	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

Being Responsible Module for years 1 - 6			
	Topic	**Knowledge**	**Skills Progression**
Year 4	**Baseline Topic**	**PSHE Links** (KS2) - H27, H28, H35, H37, H38, H41, R30, R34, L1, L4, L5 **RSHE DfE Links** - R2, R13	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of being responsible.
	Coming Home on Time	**PSHE Links** (KS2) - H35, H37, R26, R30, R31, L1, L30 **RSHE DfE Links** - R2, R4, R13, R19	• recognise the importance of behaving in a responsible manner in a range of situations • describe a range of situations where being on time is important • explain the importance of having rules in the home • describe ways that behaviour can be seen to be sensible and responsible
Year 5	**Looking Out for Others**	**PSHE Links** (KS2) - H16, H18, H20, H21, H24, R10, R11, R13, R14, R17, R18, R19, R20, R22, R25, R31, L4, L10 **RSHE DfE Links** - R7, R8, R9, R11, R12, R13, R18, R19, R25, R27, R31, R32, P7, P8, P9, P10	• recognise why we should take action when someone is being unkind • describe caring and considerate behaviour, including the importance of looking out for others • demonstrate why it is important to behave in an appropriate and responsible way • identify how making some choices can impact others' lives in a negative way
	Adults' & Children's Views	**PSHE Links** (KS2) - H25, H27, H28, H35, H37, H39, R30, R33, R34, L3, L4, L5 **RSHE DfE Links** - R12, R13, R14	Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.
Year 6	**Stealing**	**PSHE Links** (KS2) - H37, R11, R22, R26, R30, R31, L1 **RSHE DfE Links** - R8, R11, R13, R14, R16, R19	• explain what consent means • recognise the importance of being honest and not stealing • explain why it is important to have a trusting relationship between friends and family • identify how making some choices can impact others' lives in a negative way
	Summative Topic	**PSHE Links** (KS2) - H28, H35, H37, H38, R11, R22, R24, R26, R30, R31, L1, L3, L4, L5 **RSHE DfE Links** - R8, R13, R14, R19	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

Feelings and Emotions Module for years 1 - 6			
	Topic	**Knowledge**	**Skills Progression**
Year 1	**Baseline Topic**	**PSHE Links** (KS1) - H11, H12, H13, H14, H15, H16, H18, H19, H24, R7, R10, R11, R20, R21 **RSHE DfE Links** - R32, P2, P3, P6, P7, P8	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of feelings and emotions.
	Jealousy	**PSHE Links** (KS1) - H11, H12, H13, H14, H15, H16, H18, H19, H21, H22, R10, R11, R12, R21, R22, R24, L14 **RSHE DfE Links** - R8, R9, R10, R11, R12, R13, R16, R17, R25, R27, P2, P3, P4	• be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words
Year 2	**Worry**	**PSHE Links** (KS1) - H11, H12, H13, H14, H15, H16, H18, H19, H24, H27, R5, R20, R25 **RSHE DfE Links** - R1, R2, R31, R32, P2, P3, P7	• be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words
	Anger	**PSHE Links** (KS1) - H11, H12, H13, H16, H17, H18, H19, H24, R21, R22 **RSHE DfE Links** - R10, R13, P2, P3, P4, P9	• be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words
Year 3	**Grief**	**PSHE Links** (KS1) - H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, R1, R2 (KS2) - H17, H18, H19, H20, H21, H23, H24, R6, R8, L4 **RSHE DfE Links** - R1, R2, P2, P3, P4, P7, P9	• be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words
	Summative Topic	**PSHE Links** (KS1) - H1, H3, H4, H9, H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, R2, R5, R9, R10, R20, R21 (KS2) - H4, H8, H15, H16, H18, H19, H20, H23, H24, R20, R29 **RSHE DfE Links** - R1, R29, R30, R31, R32, P1, P2, P3, P4, P6, P9	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

Feelings and Emotions Module for years 1 - 6			
	Topic	**Knowledge**	**Skills Progression**
Year 4	**Baseline Topic**	**PSHE Links** (KS2) - H1, H2, H3, H4, H5, H7, H8, H14, H8, H14, H15, H16, H17, H18, H19, H20, H21, H22, H23, H24, R10, R11, R13, R30, L4 **RSHE DfE Links** - R8, R9, R12, R13, P1, P2, P3, P4, P5, P6, P7, P9, P10, P18, P19	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of feelings and emotions.
	Jealousy	**PSHE Links** (KS2) - H17, H18, H19, H20, H24, H27, H28, H29, R10, R11, R13, R14, R16, R17, R20, R30, R33, L4, L25 **RSHE DfE Links** - R7, R8, R9, R10, R11, R12, R13, P2, P3, P4, P7, P9	• recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good • describe how we can support others who feel lonely, jealous, or upset • recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy
Year 5	**Anger**	**PSHE Links** (KS2) - H17, H19, H20, H24, H37, R25, R30, R33, R34 **RSHE DfE Links** - R2, R13, P2, P3, P4	• recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant • explain how feelings can be communicated with or without words • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger
	Adults' & Children's Views	**PSHE Links** (KS2) - H15, H17, H18, H19, H20, H24, R11, R13, R14, R33, R34, L4 **RSHE DfE Links** - R6, R7, R8, P2, P3, P7, P9	Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.
Year 6	**Worry**	**PSHE Links** (KS2) - H15, H17, H18, H19, H20, H24, H36 **RSHE DfE Links** - R1, R2, R4, P2, P3, P4, P6, P9	• recognise our thoughts, feelings, and emotions • identify how we can reduce our feeling of worry • explain how we can support others who feel worried • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people
	Summative Topic	**PSHE Links** (KS2) - H17, H18, H19, H20, H22, H23, H24, R13, R20 **RSHE DfE Links** - R1, R2, R4, R32, P2, P3, P4, P5, P6, P7, P9	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

Computer Safety Module for years 1- 6			
	Topic	**Knowledge**	**Skills Progression**
Year 1	**Baseline Topic**	**PSHE Links** (KS1) - H9, H34, R10, R12, R19, L7, L8 **RSHE DfE Links** - R22, R24, R28, P11, P12, P13	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of computer safety
	Online Bullying	**PSHE Links** (KS1) - H9, H11, H13, H14, H15, R6, R10, R11, R12, R14, R21, R22 **RSHE DfE Links** - R9, R11, R12, R13, R16, R17, R20, R21, R24, R32, P8, P13, P15, P17	• understand how your online actions can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to recognise kind and unkind comments
Year 2	**Image Sharing**	**PSHE Links** (KS1) - H11, H13, H14, H24, H28, H29, H34, R6, R10, R11, R12, R17, R21, R22, L1, L7 **RSHE DfE Links** - R7, R8, R9, R12, R13, R19, R21, R24, R25, P2, P7, P8, P13, P15	• understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to list rules for keeping and staying safe
	Computer Safety Documentary	**PSHE Links** (KS1) - H9, H28, H34, R10, R12, R14, R15, R17, R20, R21, R22, L1, L7, L8, L9 **RSHE DfE Links** - R12, R13, R17, R19, R20, R21, R22, R23, R24, R25, R26, R28, R29, R30, R31, R32, P12, P13, P14, P15, P17	• understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to list rules for keeping and staying safe
Year 3	**Making Friends Online**	**PSHE Links** (KS1) - H16, H19, H28, H32, H34, R2, R6, R14, R15, R17, R19, R20, L9 (KS2) - H37, H38, H41, H42, R6, R11, R12, R18, R20, R22, R23, R24, R26, R28, R29, L11, L12 **RSHE DfE Links** - R1, R2, R8, R11, R19, R20, R22, R23, R25, R28, R29, R30, R31, R32, P13, P17	• be able to identify possible dangers and consequences of talking to strangers online • know how to keep safe in online chatrooms • be able to name the positives and negatives of using technology • understand the difference between safe and risky choices online
	Summative Topic	**PSHE Links** (KS1) - H9, H28, H34, R10, R12, R14, R17, R19, L1, L9 (KS2) - H13, H37, H42, R11, R12, R18, R20, R23, R24, R26, R28, R29, L1, L11 **RSHE DfE Links** - R17, R19, R21, R22, R23, R25, R28, R29, P2, P3, P4, P5, P7	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

Computer Safety Module for years 1 - 6			
	Topic	**Knowledge**	**Skills Progression**
Year 4	**Baseline Topic**	**PSHE Links** (KS2) - H37, H42, R30, L11, L12, L13, L14, L16 **RSHE DfE Links** - R20, R22, R23, R24, P11, P15, P16	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of computer safety
	Online Bullying	**PSHE Links** (KS2) - H18, H19, H20, H24, H42, R11, R13, R18, R19, R20, R22, R20, R31, L11 **RSHE DfE Links** - R1, R2, R8, R9, R11, R12, R16, R21, R23, R25, R31, R32, P3, P7, P8, P9, P13, P15, P17	• recognise the key values that are important in positive online relationships • identify the feelings and emotions that may arise from online bullying • develop coping strategies to use if we or someone we know is being bullied online • identify how and who to ask for help
Year 5	**Image Sharing**	**PSHE Links** (KS2) - H18, H20, H37, H38, H42, R10, R15, R18, R22, R28, R31, L1, L15, L16 **RSHE DfE Links** - R8, R9, R11, R12, R13, R15, R16, R25, R26, R32, P2, P17	• list reasons for sharing images online • identify rules to follow when sharing images online • describe the positive and negative consequences of sharing images online • recognise possible influences and pressures to share images online
	Adults' & Children's Views	**PSHE Links** (KS2) - H13, H37, H38, R12, R18, R20, R22, R23, R24, R29, R30, R33, R34, L1, L11, L15, L16 **RSHE DfE Links** - R17, R20, R21, R22, R23, R24, R25, R26, R28, R29, R30, R31, R32, P8, P11, P12, P13, P14, P15, P16, P17	Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.
Year 6	**Making Friends Online**	**PSHE Links** (KS2) - H35, H37, H38, H42, R1, R11, R12, R15, R18, R20, R22, R23, R24, R26, R28, R29, L1, L11 **RSHE DfE Links** - R11, R19, R20, R23, R25, R28, R29, R30 , R31, R32, P15, P17	• list the key applications that we may use now and in the future • know and understand why some applications have age restrictions • identify ways to keep yourself and others safe in a range of situations online and offline • recognise that people may not always be who they say they are online
	Summative Topic	**PSHE Links** (KS2) - H13, H35, H37, H42, R11, R12, R15, R18, R19, R20, R22, R23, R24, R26, R29, R30, R31, L1, L11, L12, L15 **RSHE DfE Links** - R11, R17, R19, R20, R21, R22, R23, R25, R28, R29, R30, R31, R32, P12, P13, P14, P15, P17	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

Our World Module for years 1 - 3			
	Topic	**Knowledge**	**Skills Progression**
Year 1	**Baseline Topic**	**PSHE Links** (KS1) - H26, L4 **RSHE DfE Links** - This assessment does not link to the DfE statutory elements	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of our world.
	Growing in Our World	**PSHE Links** (KS1) - H21, H22, H23, H26, R1, R2, R3, R4, R23, L2, L4, L6 **RSHE DfE Links** - R1, R2, R3, R4	• understand the needs of a baby • be able to recognise what you can do for yourself now you are older • be able to describe the common features of family life • be able to recognise the ways in which your family is special and unique
Year 2	**Living in Our World**	**PSHE Links** (KS1) - H29, R1, R2, R4, R21, L2, L3, L5, L16, L17 **RSHE DfE Links** - R1, R2, R13	• understand why we should look after living things • be able to identify how we can look after living things both inside and outside of the home • recognise why it is important to keep our communities and countryside clean • be able to encourage others to help keep their communities and countryside clean
	Working in Our World	**PSHE Links** (KS1) - R1, L5, L10, L11, L12, L13, L15, L16, L17 **RSHE DfE Links** - This topic does not link to the DfE statutory elements	• understand different ways we can receive money • know how to keep money safe • be able to describe the skills you may need in a future job or career • be able to recognise the differences between wants and needs
Year 3	**Looking After Our World**	**PSHE Links** (KS1) - R1, L2, L3, L5 (KS2) - L4, L5, L7 **RSHE DfE Links** - This topic does not link to the DfE statutory elements	• be able to explain the meaning of reduce, reuse, and recycle • recognise how we can help look after our planet • be able to identify how to reduce the amount of water and electricity we use • understand how we can reduce our carbon footprint
	Summative Topic	**PSHE Links** (KS1) - R21, R22, L2, L3, L5 (KS2) - L4, L5, L7 **RSHE DfE Links** - This assessment does not link to the DfE statutory elements	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

The Working World Module for years 4 - 6			
	Topic	**Knowledge**	**Skills Progression**
Year 4	**Baseline Topic**	**PSHE Links** (KS2) - L7, L17 **RSHE DfE Links** - This assessment does not link to the DfE statutory elements	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of the working world.
	Chores at Home	**PSHE Links** (KS2) - H16, H27, H28, H35, R6, R8, R30, R31, L1, L4, L5, L6, L7, L25, L26, L27, L28, L29, L30, L31, L32 **RSHE DfE Links** - R2, P5	• identify ways in which we can help those who look after us • explain the positive impact of our actions • describe the ways in which we can contribute to our home, school, and community • identify the skills we may need in our future job roles
Year 5	**Enterprise**	**PSHE Links** (KS2) - H20, R8, L17, L18, L20, L24 **RSHE DfE Links** - R2	• understand and explain why people might want to save money • identify ways in which you can help out at home • budget for items you would like to buy • recognise ways to make money and the early stages of enterprise
	Adults' and Children's Views	**PSHE Links** (KS2) - R33, R34, L6, L7, L17, L18, L20, L26, L28, L31 **RSHE DfE Links** - This topic does not link to the DfE statutory elements	Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.
Year 6	**In-App Purchases**	**PSHE Links** (KS2) - H4, H35, H37, R30, L1, L5, L13, L17, L18, L19, L21, L22, L23, L24 **RSHE DfE Links** - R19, P9, P10, P13, P14	• know and understand various money-related terms • recognise some of the ways in which we can spend money via technology • describe the potential impact of spending money without permission • identify strategies to save money
	Summative Topic	**PSHE Links** (KS2) - H37, R6, R8, R26, R30, L4, L5, L6, L7, L17, L19 **RSHE DfE Links** - R1, R13, R19	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

A World Without Judgement Module for years 4 - 6			
	Topic	**Knowledge**	**Skills Progression**
Year 4	**Baseline Topic**	**PSHE Links** (KS2) - R7, R21, R31, R32, R33, R34, L4, L6, L8 **RSHE DfE Links** - R3, R8, R12, R13, R16	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge about diversity, inclusion, stereotypes and British values.
	Breaking Down Barriers	**PSHE Links** (KS2) - H16, H25, H27, H28, R10, R11, R14, R5, R21, R31, R32, L4, L5, L6, L8, L10, L25 **RSHE DfE Links** - R7, R8, R9, R12, R13, R14, R15, R16, P5, P6, P7	• recognise positive attributes in others • explain why being different is okay • recognise your own strengths and goals, and understand that these may be different from those around you • identify some of the ways we can overcome barriers and promote equality
Year 5	**Inclusion and Acceptance**	**PSHE Links** (KS2) - H19, H20, H24, H25, H26, H27, R2, R3, R6, R7, R8, R11, R13, R14, R15, R16, R17, R20, R21, R30, R31, R32, R33, R34, L2, L4, L6, L8, L10 **RSHE DfE Links** - R2, R3, R5, R7, R8, R9, R12, R13, R16, P2, P7	• identify some of the ways in which we are different and unique • explain some of the elements which help us to have a diverse community • describe strategies to overcome barriers and promote diversity and inclusion
	Adults' and Children's Views	**PSHE Links** (KS2) - H25, H27, R2, R6, R7, R11, R31, R33, R34, L4, L6, L7, L8, L10 **RSHE DfE Links** - R3, R12, R13, R16	Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.
Year 6	**British Values**	**PSHE Links** (KS2) - H24, H25, H27, R1, R6, R7, R11, R21, R30, R31, R32, R33, R34, L1, L2, L3, L4, L6, L7, L8, L9, L10 **RSHE DfE Links** - R3, R12, R13, R16, R18, R25	• understand that there are a wide range of religions and beliefs in the UK • explain each of the British values • create a range of values for your educational setting • explain how all religions can live in cohesion
	Summative Topic	**PSHE Links** (KS2) - R7, R31, R32, L4, L6, L7, L8 **RSHE DfE Links** - R3, R12, R13, R16	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

Fire Safety Module for years 1 - 3			
	Topic	**Knowledge**	**Skills Progression**
Year 1	**Baseline Topic**	**This module supports schools in covering the following:** **PSHE Links** (KS1) - H15, H16, H28, H29, H30, H32, H33, H35, H36, R17, R19, R20, R21, R22, L1, L5, L16 (KS2) - H19, H37, H38, H39, H40, H41, H44, R28, R29, R30, R31, L1, L6 **RSHE DfE Links** - R16, R29, R30, R32, P3, P32	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of fire safety.
	Hoax Calling		• understand the importance of being responsible and how our actions/ choices can affect others • know what a 'hoax call' is and why it can be risky • understand why our emergency services are an important part of our community • be able to show my knowledge of fire safety to others
Year 2	**Petty Arson**		• understand the importance of being responsible and how our actions/ choices can affect others • be able to practise simple ways of staying safe and finding help • know that even small fires can be very dangerous • be able to identify the differences between safe and risky choices
	Enya and Deedee Visit the Fire station		• understand the importance of being responsible and how our actions/ choice can affect others • be able to show my knowledge of fire safety to others • understand the importance of being responsible and how our actions/ choices can affect others • be able to practise simple ways of staying safe and finding help
Year 3	**Texting Whilst Driving**		• understand how our actions and choices can affect others • be able to recognise how drivers can be distracted • know how to help others stay safe • be able to describe the differences between safe and risky choices
	Summative Topic		During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

First Aid Module for years 4 - 6			
	Topic	**Knowledge**	**Skills Progression**
Year 4	**Baseline Topic**	**This module supports schools in covering the following:** **PSHE Links** (KS2) - H24, H38, H43, H44, R24, R29, L4 **RSHE DfE Links** - R28, R30, R32, P9, P32, P33	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of first aid.
	First Aid Year 4		• identify and name situations that may require first aid • list reasons why someone may struggle to breathe • identify the signs of an asthma attack or choking • identify the signs of an allergic reaction and anaphylactic shock • understand the correct steps for seeking immediate emergency help • provide first aid treatment to someone who is struggling to breathe
Year 5	**First Aid Year 5**		• complete a primary survey for first aid • demonstrate the recovery position for an unresponsive breathing casualty • know when to deliver CPR • demonstrate how to do CPR • know when to call for emergency help
	First Aid Year 6 (Part 1)		• identify a range of situations that may require first aid • understand how to support someone with a minor or serious head injury • understand how to support someone who is having a seizure • understand how to support someone with a severe bleed • know when to call for medical help
Year 6	**First Aid Year 6 (Part 2)**		• identify a range of situations that may require first aid • understand how to support someone with a minor burn or scald • understand how to support someone who is having a heart attack • understand how to support someone with a fractured bone • know when to call for medical help
	Summative Topic		During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.