

# **St Anne's Catholic Primary School**

## **R(S)E (Relationships (and Sex) Education) and PSHE (Personal, Social and Health Education) Policy**

**June 2022 (updated 22.8.23)**

## SCHOOL MISSION STATEMENT

*'We are Learning to Live by Faith and to be Known by Love'*

## VISION STATEMENT

*We are all unique, yet we are all one in Christ.*

*As children of God, we strive to develop our own identities, to build our school community and to make the world a better place. We follow in Jesus's footsteps by being kind and compassionate, respectful and responsible and by being hard-working and humble. Confident in the love of God, we are safe to explore, to contribute and to take risks.*

*Teachers expertly guide and facilitate every child's unique learning journey and strive for excellence. With the wisdom that the Lord gives, adults work alongside children to help them develop inquisitive minds and to become self-motivated learners through broad and fun opportunities. All success is celebrated and our vibrant community is bound by a life-long love of learning.*

- *St Anne's Catholic Primary School is committed to providing a broad and balanced education for all pupils.*
- *St. Anne's Catholic Primary School is a place where Governors, Staff and Parents desire that the spirit and principles of the Gospel permeate all aspects of school life.*
- *St Anne's Catholic Primary School is a place where we aim to foster the harmonious development of each child spiritually, morally, intellectually, emotionally, socially and physically.*

*Our approach to PSHE and Relationships (and Sex) Education will be a "positive" one because everything in creation was found by God "to be very good" (Gen.1:31). This affirmation of the fundamental goodness of the human person is further emphasised by the gift of the life, death and Resurrection of Jesus. Thus, in all matters to do with creation we need to celebrate the good we have been given in this gift. This is particularly true of our education in relationships.*

*As a school, we have held a workshop for parents about the RE element of this policy and have provided access to materials on our school website.*

## INTRODUCTION

This document has been produced as one of our curriculum policies and in response to the Statutory Guidance for Relationships and Sex Education (RSE) which makes Relationships (and Sex) Education compulsory for all pupils receiving primary education. The Statute took effect in September 2020.

It has links with the school's SEND Policy and the school's Safeguarding Policy.

## CONSULTATION

The policy has been drawn up in consultation with the children, parents, staff and governors of the school. This consultation has included: a parent/carers workshop, review of the R(S)E curriculum with staff, pupils and consultation with governors.

## REVIEW OF POLICY

This Policy will be reviewed every 2 years by the Head Teacher, RE Coordinator, R(S)E Co-ordinator, the Governing Body and Staff. The next review date is **April 2024**.

## DISSEMINATION

The policy will be given to all members of the Governing Body and all teaching and non-teaching members of staff. Copies of the document will be available to parents through the school's website and hard copies will be available on request from the school office. Details of the content of the R(S)E curriculum will also be published on the school's website.

## RSE

### DEFINING RELATIONSHIP (AND SEX) EDUCATION

The DFE guidance defines R(S)E as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health."<sup>1</sup> It is about the development of the pupil's knowledge and understanding of themselves about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding". In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships,

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<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

family relationships, and relationships with other children and with adults.”<sup>2</sup> This includes therefore the topics of families and of the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

## **STATUTORY CURRICULUM REQUIREMENTS**

We are legally required to teach those aspects of R(S)E which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of R(S)E go further.

## **RATIONALE**

**‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (Jn.10.10)**

We are involved in relationships (and sex) education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to R(S)E therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflecting God’s beauty, and sharing in the divine creativity. R(S)E, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government), R(S)E will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All R(S)E will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

## **VALUES AND VIRTUES**

Our programme enshrines Catholic Loyolan values and virtues relating to relationships, marriage and family life and responding to God’s call to love others with a proper respect for their dignity and the dignity of the human body.

## **AIM OF R(S)E, PSHE AND THE MISSION STATEMENT**

Our Vision Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that R(S)E and PSHE are integral elements of this education. Furthermore, our school aims state that we will endeavour to raise pupils’ self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves in partnership with parents, to provide children with a positive education in relationships which is compatible with the teaching of the Catholic church and which is appropriate to their age and maturity.

## **Objectives**

Our aim is to provide a teaching and learning programme designed to:

- support the personal, physical, emotional and social development of all pupils
- enable pupils to understand that they were made by God to love and to be loved, and that love is central to all meaningful relationships
- help pupils to gain a knowledge and understanding of the values of family life and marriage
- enable pupils to have an understanding of their physical and emotional development as they grow and change
- explain the process of human reproduction appropriate to the age of the pupils and in line with the requirements of the National Curriculum
- offer pupils a Catholic framework to help them make informed decisions
- to understand that all human beings are created in the image of God and are therefore worth of dignity and respect, and therefore to value others regardless of their background or views.
- enable pupils to have a sense of self-esteem that allows them to foster good relationships based on mutual respect, dignity and responsibility.

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<sup>2</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

We aim to develop the following **attitudes and virtues**:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily nature;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

We aim to develop the following **personal and social skills**:

- making sound judgements and good choices which show integrity and are respectful of the individual's commitments;
- the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- the ability to manage emotions within relationships (and when relationships break down) with confidence, sensitivity and dignity;
- the ability to manage conflict positively, recognising the value of difference;
- the cultivation of humility, mercy and compassion, learning to forgive and be forgiven;
- the development of self-esteem and confidence, demonstrating self-respect and empathy for others;
- the building of resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- willingness to be patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely

We aim for children to know and understand:

- the Church's teaching on relationships;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction

## **RESPONSIBILITY OF PUPILS**

Pupils should be willing to listen to the teachings of the Church and be respectful of the variety of views regarding moral issues related to R(S)E and PSHE. They should have a positive attitude and sense of responsibility regarding their own and others' sexuality where appropriate.

## **DELIVERY OF R(S)E/PSHE AND RESPONSIBILITY OF SCHOOL STAFF**

R(S)E/PSHE will be delivered by the class teacher in mixed gender groups. However, there may be occasions when single sex groups are more appropriate and relevant. Active learning methods which involve pupils' full participation are used.

There will always be sensitive or controversial issues in the field of R(S)E and PSHE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church or of harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the R(S)E and PSHE programmes. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where safeguarding issues may be raised. In such cases, appropriate action will be taken by the class teacher. Children need to feel safe and secure in the environment in which R(S)E takes place. Effective R(S)E will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussions may lead to disclosure of a safeguarding nature. Teachers will need to be aware of the needs of their pupils and not let any fears or worries go unnoticed. Where a teacher suspects that a child is a victim of or is at risk of abuse, they are required to follow the school's Safeguarding Policy and immediately inform the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.

Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers will explain to pupils however that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, headteacher.

R(S)E and PSHE are whole school issues. All teachers have a responsibility of care. As well as fostering academic progress, they should actively contribute to the guardianship and guidance of the physical, moral and spiritual wellbeing of their pupils. Teachers will be expected to teach R(S)E and PSHE in accordance with the Catholic ethos of the school and training for new staff will be provided as part of their induction.

#### **R(S)E and PSHE CURRICULUM AND RESOURCES**

R(S)E will be taught using the diocesan approved 'Journey in Love' and supplemented by R(S)E contained within the 1Decision scheme. Any use of 1Decision will be undertaken within the Catholic ethos of the school and delivered through a Catholic lens. PSHE will be taught using the 1Decision scheme.

Each year group will cover the R(S)E unit from Journey in Love (see Appendix A) at the beginning of the school year so that this forms the foundation against which all further learning is built.

#### **INCLUSION AND DIFFERENTIATED LEARNING**

We will ensure R(S)E and PSHE is sensitive to the different needs of individual pupils in respect of differing abilities, levels of maturity and personal circumstances as well as sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

In looking at these questions, it is important to draw links to the school's Anti-Bullying Policy, Behaviour Policy and Equality Policy.

Pupils with particular difficulties whether of a physical or intellectual nature, will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills.

#### **EQUALITIES OBLIGATIONS**

The governing body has wider responsibilities under the Equalities Act 2010 and will ensure that the school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

#### **RESPONSIBILITY FOR TEACHING THE R(S)E and PSHE PROGRAMME**

Responsibility for the specific relationships (and sex) education programme rests with the Headteacher. However, all staff will be involved in developing the attitudes and values aspect of the R(S)E programme.

They will be role models for pupils of wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

PSHE is led by a subject leader who is a class teacher and is delivered by all class teachers.

#### **PARENTS AND CARERS**

We recognise that parents/carers are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children.

Therefore, the school will support parents and carers by providing sample materials on the school website and by running workshops to help parents/carers find out more. Parents/carers will be informed by letter when the more sensitive aspects of R(S)E and PSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents will also be consulted at every stage of the development of the R(S)E programme, as well as during the process of monitoring, review and evaluation. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's R(S)E programme to meet their child's needs.

#### **RIGHT TO WITHDRAW (R(S)E)**

We believe that the controlled environment of the classroom is the safest place for the R(S)E curriculum to be delivered. Parents continue to have ***the right to withdraw*** their children from Sex Education except for those elements which are required by the National Curriculum Science objectives. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher in writing on [head@st-annes.reading.sch.uk](mailto:head@st-annes.reading.sch.uk)

Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

#### **OTHER ROLES AND RESPONSIBILITIES REGARDING R(S)E**

**Governors**, with assistance from the Headteacher, draw up the R(S)E policy in consultation with parents and teachers and

- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEND and the ethos of the school and Catholic beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

**The Head teacher** takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority as well as appropriate agencies.

**The PSHE/R(S)E subject coordinator**, with the head teacher, has general responsibility for supporting other members of staff in the implementation of this policy and will take the lead in disseminating information relating to R(S)E and providing training for staff.

#### **RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS**

This R(S)E/PSHE policy includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Anti-Bullying Policy, Safeguarding Policy etc).

#### **MONITORING AND EVALUATION**

The R(S)E and PSHE Co-ordinator will undertake monitoring including book scrutinies and lesson observations. The programme will be evaluated annually by means of pupil questionnaires/discussions. The results of the evaluation will be reported to the headteacher and governors. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

## APPENDIX A. RSE: A JOURNEY IN LOVE

### + Links to DFE requirements

**DFE Requirements key: REL = Relationships, FAE = Feelings and Emotions, AWWJ = A World Without Judgment, KSS = Keeping/Staying Safe, BR = Being Responsible, HW = Hazard Watch, CS = Computer Safety, KSH = Keeping/Staying Healthy, GAC = Growing and Changing**

		<b>Social and Emotional</b>	<b>Physical</b>	<b>Spiritual</b>
<b>Reception</b>	<b>The wonder of being special and unique</b>	WALT: recognise the joy of being a special person in my family	WALT: recognise that we are all different and unique	WALT: celebrate the joy of being a special person in God's family
<b>LINKS TO DFE REQUIREMENTS</b>	REL FAE AWWJ KSS			
<b>Year 1</b>	<b>We meet God's love in our family</b>	WALT: recognise sign that I am loved in my family	WALT: recognise how I am cared for and kept safe in my family	WALT: celebrate ways that God loves and cares for us
<b>LINKS TO DFE REQUIREMENTS</b>	REL FAE AWWJ BR HW KSS CS			
<b>Year 2</b>	<b>We meet God's love in the community</b>	WALT: recognise the joy and friendship of belonging in a diverse community	WALT: describe ways of being safe in communities	WALT: celebrate ways of meeting God in our communities
<b>LINKS TO DFE REQUIREMENTS</b>	REL AWWJ FAE KSH HW KSS CS			
<b>Year 3</b>	<b>How we live in love</b>	WALT: describe and give reasons how friendships make us feel happy and safe	WALT: describe and give reasons why friendships can break down, how they can be repaired and strengthened	WALT: celebrate the joy and happiness of living in friendship with God and others
<b>LINKS TO DFE REQUIREMENTS</b>	REL FAE KSS KSH AWWJ CS			
<b>Year 4</b>	<b>God loves us in our differences</b>	WALT: describe how we all should be accepted and respected	WALT: describe how we should treat others making links with the diverse modern society we live in	WALT: celebrate the uniqueness and innate beauty of each of us
<b>LINKS TO DFE REQUIREMENTS</b>	REL FAE AWWJ CS KSS			
<b>Year 5</b>	<b>God loves us in our changing and developing</b>	WALT: show knowledge and understanding of emotional relationship changes as we grow and develop	WALT: show knowledge and understanding of the physical changes in puberty <b>SENSITIVE SUBJECT</b>	WALT: celebrate the joy of growing physically and spiritually
		REL FAE AWWJ CS KSS GAC BR KSH		
<b>Year 6</b>	<b>The wonder of God's love in creating new life</b>	WALT: develop a secure understanding that stable and caring relationships which may be of different types are at the heart of happy families	WALT: explain how human life is conceived <b>SENSITIVE SUBJECT</b>	WALT: show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others including life-long relationships
<b>LINKS TO DFE REQUIREMENTS</b>	REL FAE AWWJ CS KSS GAC BR KSH			

## APPENDIX B. 1DECISION MODULE TRACKER

KSS	KSH	REL	GAC	BR	FAE	CS	OW	WW	HW	AWWJ	FS	FA
Keeping/ Staying Safe	Keeping/ Staying Healthy	Relationships	Growing and Changing	Being Responsible	Feelings and Emotions	Computer Safety	Our World	The Working World	Hazard Watch	A World Without Judgement	Fire Safety	First Aid

5-8 MODULES	KSS	KSH	REL	BR	FAE	CS	OW	HW	FS SPECIAL*
YEAR 1	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Road Safety	Washing Hands	Friendship	Water Spillage	Jealousy	Online Bullying	Growing in Our World		Hoax Calling
YEAR 2	Tying Shoelaces	Healthy Eating	Bullying	Practice Makes Perfect	Worry	Image Sharing	Living in Our World	Is it safe to eat or drink?	Petty Arson
		Brushing Teeth	Body Language	Helping Someone in Need	Anger	Computer Safety Documentary	Working in Our World		Texting Whilst Driving
YEAR 3	Staying Safe	Medicine	Touch	Stealing	Grief	Making Friends Online	Looking After Our World	Is it safe to play with?	Enya and Deedee Visit the Fire Station
	Leaning Out of Windows								
	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment

\*Please note: Although the Fire Safety module features our young character Deedee, you may find that the lesson content is also suitable for older children.

IMPORTANT NOTE: If you are starting in Year 5/6, you should still start from the beginning with the Baseline Assessment from Year 4.									
8-11 MODULES	KSS	KSH	GAC	BR	FAE	CS	TWW	AWWJ	FA SPECIAL
YEAR 4	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Cycle Safety	Healthy Living	Appropriate Touch (Relationships)	Coming Home on Time	Jealousy	Online Bullying	Chores at Home	Breaking Down Barriers	First Aid Year 4
YEAR 5	Peer Pressure	Smoking	Puberty	Looking Out for Others	Anger	Image Sharing	Enterprise	Inclusion and Acceptance	First Aid Year 5
	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	
YEAR 6	Water Safety	Alcohol	Conception	Stealing	Worry	Making Friends Online	In-App Purchases	British Values	First Aid Year 6 (Part 1 & Part 2)
	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment



## APPENDIX C. SAMPLE RSE/PSHE LONG TERM PLAN

RSE units are written in blue. PSHE units are in black.

Key to block colouring:

KSS	KSH	REL	GAC	BR	FAE	CS	OW	WW	HW	AWWJ	FS	FA
Keeping/Staying Safe	Keeping/Staying Healthy	Relationships	Growing and Changing	Being Responsible	Feelings and Emotions	Computer Safety	Our World	The Working World	Hazard Watch	A World Without Judgement	Fire Safety	First Aid

AUTUMN 1	Reception	Y1 1	Y2	Y3	Y4	Y5	Y6
WEEK 1 – WEEK 7	Journey in Love – all classes						
AUTUMN 2	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
WEEK 1		Assessment Baseline for Keeping/Staying Safe	Tying Shoelaces 1/3	Staying Safe 1/2	Assessment Baseline for Keeping/Staying Safe	Peer Pressure 1/3	Water Safety 1/3
WEEK 2		Road Safety 1/3	Tying Shoelaces 2/3	Staying Safe 2/2	Cycle Safety 1/4	Peer Pressure 2/3	Water Safety 2/3
WEEK 3		Road Safety 2/3	Tying Shoelaces 3/3	Leaning out of windows 1/2	Cycle Safety 2/4	Peer Pressure 3/3	Water Safety 3/3
WEEK 4		Road Safety 3/3	Healthy Eating 1/2	Leaning out of windows 2/2	Cycle Safety 3/4	Adults' and Children's views 1/3	Summative Assessment for Keeping/Staying Safe
WEEK 5		Assessment Baseline – Keeping/Staying Healthy	Healthy Eating 2/2	Summative Assessment Keeping/Staying Safe	Cycle Safety 4/4	Adults and Children's views 2/3	Alcohol 1/4
WEEK 6		Washing Hands 1/2	Brushing Teeth 1/2	Medicine 1/2	Baseline Assessment Keeping/Staying Healthy	Adults and children's views 3/3	Alcohol 2/4
WEEK 7		Washing Hands 2/2	Brushing Teeth 2/2	Medicine 2/2	Healthy Living 1/3	Smoking 1/4	Alcohol 3/4
SPRING 1	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
WEEK 1		Assessment Baseline - Relationships	Bullying 1/2	Summative Assessment Keeping/Staying Healthy	Healthy Living 2/3	Smoking 2/4	Alcohol 4/4

WEEK 2		Friendship 1/2	Bullying 2/2	Touch 1/2	Healthy Living 3/3	Smoking 3/4	Summative Assessment – Keeping/Staying Healthy
WEEK 3		Friendship 2/2	Body Language 1/2	Touch 2/2	Baseline Assessment - Relationships	Smoking 4/4	Summative Assessment - Relationships
WEEK 4		Assessment Baseline - Being Responsible	Body Language 2/2	Summative Assessment - Relationships	Appropriate Touch	Adults' and children's views 1/2	Stealing 1/3
WEEK 5		Water Spillage 1/2	Practice Makes Perfect 1/2	Stealing 1/2	Appropriate Touch	Adults' and children's views 2/2	Stealing 2/3
WEEK 6		Water Spillage 2/2	Practice Makes Perfect 2/2	Stealing 2/2	Appropriate Touch	Looking out for others 1/3	Stealing 3/3
WEEK 7			Helping someone in need 1/2	Summative Assessment – Being responsible	Baseline Assessment – Being responsible	Looking out for others 2/3	Summative Assessment – Being responsible
<b>SPRING 2</b>	<b>Reception</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>
WEEK 1		Assessment Baseline Computer Safety	Helping someone in need	Grief 1/3	Coming Home on Time 1/3	Looking out for others 3/3	Worry 1/3
WEEK 2		Online Bullying 1/2	Worry 1/3	Grief 2/3	Coming Home on Time 2/3	Adults' and children's views 1/2	Worry 2/3
WEEK 3		Online Bullying 2/2	Worry 2/3	Grief 3/3	Coming Home on Time 3/3	Adults' and children's views 2/2	Worry 3/3
WEEK 4		Assessment Baseline – Feelings and Emotions	Worry 3/3	Summative Assessment – Feelings and Emotions	Baseline Assessment – Feelings and Emotions	Anger 1 and 2/3	Summative Assessment – Feelings and Emotions
WEEK 5		Jealousy 1/3	Anger 1/3	Making friends online 1/2	Jealousy 1/3	Anger 3/3	Making friends online 1/3
WEEK 6		Jealousy 2/3	Anger 2/3	Making friends online 2/2	Jealousy 2/3	Adults' and children's views 1 and 2/2	Making friends online 2/3
<b>SUMMER 1</b>	<b>Reception</b>		<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>
WEEK 1		Jealousy 3/3	Anger 3/3	Summative Assessment Computer Safety	Jealousy 3/3	Image Sharing 1 and 2/3	Making friends online 3/3
WEEK 2		Assessment Baseline Our World	Image sharing 1/2	Looking after our world 1/2	Baseline Assessment Computer Safety	Image Sharing 3/3	Summative Assessment Computer Safety
WEEK 3		Growing in our World 1/2	Image Sharing 2/2 + computer safety documentary	Looking after our world 2/2	Online Bullying 1 and 2/3	Adults' and Children's views 1 and 2/2	In app purchases 1/3
WEEK 4		Growing in our World 2/2	Living in our world 1/2	Summative Assessment Our World	Online Bullying 3/3	Enterprise 1/2	In app purchase 2/3

WEEK 5		Baseline Assessment – Hazard watch	Living in our world 2/2	Hazard watch summative assessment	The working world Baseline Assessment	Enterprise 2/2	In app purchases 3/3
WEEK 6		Is it safe to eat or drink? 1/1	Working in our world 1/2		Chores at Home 1/2	Adults’ and children’s views 1 and 2/2	Summative Assessment The Working World
SUMMER 2	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
WEEK 1		Baseline Assessment Special	Working in our world 2/2	Enya and Deedee visit the Fire Station 1/1	Chores at Home 2/2	Inclusion and Acceptance 1/2	British values 1/3
WEEK 2		Hoax Calling 1/2	Is it safe to play with? 1/1	Summative Assessment - Special	Baseline Assessment - A World without Judgment	Inclusion and Acceptance 2/2	British values 2/3
WEEK 3		Hoax Calling 2/2	Petty Arson 1/2		Breaking down barriers 1/3	Adult and Children’s Views 1 and 2/2	British values 3/3
WEEK 4			Petty Arson 2/2		Breaking down barriers 2/3	First Aid Y5 1/2	Summative Assessment A World Without Judgment
WEEK 5			Texting while driving 1/2		Breaking down barriers 3/3	First Aid Y5 2/2	First Aid Y6 Part 1 + Part 2
WEEK 6			Texting while driving 2/2		Baseline Assessment First Aid Special + First Aid Y4 1/2 and 2/2 to be fitted in as extras		Summative Assessment First Aid

## APPENDIX D. 1Decision Mapping Document

### Reading this document

Within this document you will find that each of the Dfe requirements are linked to 1decision topics. These are broken down into 5-8 and 8-11 links and we have also used acronyms for each of the module names please see below.

KSS	KSH	REL	GAC	BR	FAE	CS	OW	WW	HW	AWWJ	FS	FA
Keeping/ Staying Safe	Keeping/ Staying Healthy	Relationships	Growing and Changing	Being Responsible	Feelings and Emotions	Computer Safety	Our World	The Working World	Hazard Watch	A World Without Judgement	Fire Safety	First Aid

## Relationships Education: Key stages 1 and 2 **Topic 1: Families and people who care for me**

By the end of primary school, pupils should know:

- that families are important for children growing up because they can give love, security and stability*

KS1 Links

5-8 - KSS Baseline Ass	5-8 - KSS Road Safety	5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - REL Baseline Ass	5-8 - FAE Worry	5-8 - FAE Grief/loss	5-8 - FAE Summative Ass	5-8 - CS Making Friends Online
5-8 - OW Growing in Our World	5-8 - OW Living in Our World	5-8 - HW Hazard Watch						

KS2 Links

5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - FAE Grief/loss	5-8 - FAE Summative Ass	5-8 - CS Making Friends Online	5-8 - HW Hazard Watch	8-11 - KSS Baseline Ass	8-11 - KSS Cycle Safety	8-11 - KSS Adult & Children's Views
8-11 - KSH Adult & Children's Views	8-11 - GAC Baseline Ass	8-11 - GAC Adult & Children's Views	8-11 - FAE Worry	8-11 - FAE Summative Ass	8-11 - WW Summative Ass			

- 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.*

KS1 Links

5-8 - KSS Baseline Ass	5-8 - KSS Tying Shoelaces	5-8 - KSS Staying Safe	5-8 - KSS Leaning Out of Windows	5-8 - KSS Summative Ass	5-8 - REL Baseline Ass	5-8 - REL Touch	5-8 - BR Baseline Ass	5-8 - BR Water Spillage
5-8 - FAE Worry	5-8 - FAE Grief/loss	5-8 - CS Making Friends Online	5-8 - OW Growing in Our World	5-8 - OW Living in Our World	5-8 - HW Hazard Watch			

KS2 Links

5-8 - KSS Staying Safe	5-8 - KSS Leaning Out of Windows	5-8 - KSS Summative Ass	5-8 - REL Touch	5-8 - FAE Grief/loss	5-8 - CS Making Friends Online	5-8 - HW Hazard Watch	8-11 - KSS Cycle Safety	8-11 - KSS Adult & Children's Views
8-11 - KSH Adult & Children's Views	8-11 - GAC Appropriate Touch/ Relationships	8-11 - GAC Adult & Children's Views	8-11 - GAC Conception	8-11 - BR Baseline Ass	8-11 - BR Coming Home on Time	8-11 - FAE Anger	8-11 - FAE Worry	8-11 - FAE Summative Ass
8-11 - CS Online Bullying	8-11 - WW Chores at Home	8-11 - WW Enterprise	8-11 - AWWJ Inclusion and Acceptance					

## Relationships Education: Key stages 1 and 2

## Topic 1: Families and people who care for me

By the end of primary school, pupils should know:

- 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 for them.*

KS1 Links

5-8 - REL  
Baseline Ass

5-8 - OW  
Growing in Our World

KS2 Links

8-11 - GAC  
Appropriate Touch/  
Relationships

8-11 - GAC  
Conception

8-11 - AWWJ  
Baseline Ass

8-11 - AWWJ  
Inclusion and Acceptance

8-11 - AWWJ  
Adult & Children's Views

8-11 - AWWJ  
British Values

8-11 - AWWJ  
Summative Ass

- 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*

KS1 Links

5-8 - KSS  
Staying Safe

5-8 - KSS  
Summative Ass

5-8 - REL  
Baseline Ass

5-8 - OW  
Growing in Our World

5-8 - HW  
Hazard Watch

KS2 Links

5-8 - KSS  
Staying Safe

5-8 - KSS  
Summative Ass

5-8 - HW  
Hazard Watch

8-11 - KSS  
Cycle Safety

8-11 - GAC  
Appropriate Touch/  
Relationships

8-11 - GAC  
Adult & Children's Views

8-11 - GAC  
Conception

8-11 - GAC  
Summative Ass

8-11 - BR  
Coming Home on Time

8-11 - FAE  
Worry

8-11 - FAE  
Summative Ass

## Relationships Education: Key stages 1 and 2

### Topic 1: Families and people who care for me

By the end of primary school, pupils should know:

- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong*

KS1 Links

There are no KS1 links for this area

KS2 Links

8-11 - GAC  
Appropriate Touch/  
Relationships

8-11 - AWWJ  
Inclusion and Acceptance

KS1 Links

5-8 - KSS  
Baseline Ass

5-8 - REL  
Touch

5-8 - REL  
Summative Ass

KS2 Links

5-8 - KSS  
Staying Safe

5-8 - REL  
Touch

5-8 - REL  
Summative Ass

8-11 - GAC  
Appropriate Touch/  
Relationships

8-11 - GAC  
Summative Ass

8-11 - FAE  
Adult & Children's Views



## Relationships Education: Key stages 1 and 2 **Topic 2: Caring friendships**

By the end of primary school, pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends*

KS1 Links

5-8 - REL Friendship  
5-8 - REL Bullying  
5-8 - REL Body Language  
5-8 - REL Summative Ass  
5-8 - CS Image Sharing

KS2 Links

5-8 - REL Summative Ass  
8-11 - KSS Peer Pressure  
8-11 - GAC Adult & Children's Views  
8-11 - GAC Summative Ass  
8-11 - BR Looking Out for Others  
8-11 - FAE Jealousy  
8-11 - FAE Adult & Children's Views  
5-8 - AWWJ Breaking Down Barriers  
8-11 - AWWJ Inclusion and Acceptance

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

KS1 Links

5-8 - KSH Medicine  
5-8 - REL Friendship  
5-8 - REL Bullying  
5-8 - REL Body Language  
5-8 - REL Touch  
5-8 - REL Summative Ass  
5-8 - BR Helping Someone in Need  
5-8 - BR Stealing  
5-8 - BR Summative Ass  
5-8 - FAE Jealousy  
5-8 - CS Image Sharing  
5-8 - CS Making Friends Online

KS2 Links

5-8 - KSH Medicine  
5-8 - REL Touch  
5-8 - REL Summative Ass  
5-8 - BR Summative Ass  
5-8 - CS Making Friends Online  
8-11 - KSS Peer Pressure  
8-11 - KSH Smoking  
8-11 - KSH Adult & Children's Views  
8-11 - GAC Adult & Children's Views  
8-11 - GAC Summative Ass  
8-11 - BR Looking Out for Others  
8-11 - BR Stealing  
8-11 - BR Summative Ass  
8-11 - FAE Baseline Ass  
8-11 - FAE Jealousy  
8-11 - FAE Adult & Children's Views  
8-11 - CS Online Bullying  
8-11 - CS Image Sharing  
8-11 - AWWJ Baseline Ass  
8-11 - AWWJ Breaking Down Barriers  
8-11 - AWWJ Inclusion and Acceptance



## Relationships Education: Key stages 1 and 2 **Topic 2: Caring friendships**

By the end of primary school, pupils should know:

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

KS1 Links

5-8 - REL Friendship	5-8 - REL Bullying	5-8 - REL Body Language	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - FAE Jealousy	5-8 - CS Online Bullying	5-8 - CS Image Sharing
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KS2 Links

5-8 - REL Touch	5-8 - REL Summative Ass	8-11 - KSH Adult & Children's Views	8-11 - GAC Adult & Children's Views	8-11 - GAC Summative Ass	8-11 - BR Looking Out for Others	8-11 - FAE Baseline Ass	8-11 - FAE Jealousy	8-11 - CS Online Bullying
8-11 - CS Image Sharing	8-11 - AWWJ Breaking Down Barriers	8-11 - AWWJ Inclusion and Acceptance						

- 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.*

KS1 Links

5-8 - REL Friendship	5-8 - REL Body Language	5-8 - REL Summative Ass	5-8 - FAE Jealousy	5-8 - FAE Worry
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KS2 Links

5-8 - REL Summative Ass	8-11 - GAC Summative Ass	8-11 - FAE Jealousy
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## Relationships Education: Key stages 1 and 2 **Topic 2: Caring friendships**

By the end of primary school, pupils should know:

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.*

KS1 Links

5-8 - KSS Baseline Ass	5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - KSH Medicine	5-8 - REL Bullying	5-8 - REL Body Language	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - BR Helping Someone in Need
5-8 - BR Stealing	5-8 - FAE Jealousy	5-8 - CS Online Bullying	5-8 - CS Making Friends Online					

KS2 Links

5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - KSH Medicine	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - BR Stealing	5-8 - CS Making Friends Online	8-11 - KSS Peer Pressure	8-11 - KSS Water Safety
8-11 - KSS Summative Ass	8-11 - KSH Smoking	8-11 - GAC Summative Ass	8-11 - BR Looking Out for Others	8-11 - BR Stealing	8-11 - FAE Jealousy	8-11 - CS Online Bullying	8-11 - CS Image Sharing	8-11 - CS Making Friends Online
8-11 - CS Summative Ass								

## Relationships Education: Key stages 1 and 2

## Topic 3: Respectful relationships

By the end of primary school, pupils should know:

- 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.*

KS1 Links

5-8 - REL Baseline Ass	5-8 - REL Friendship	5-8 - REL Bullying	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - BR Practice Makes Perfect	5-8 - FAE Jealousy	5-8 - CS Online Bullying	5-8 - CS Computer Safety Documentary
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KS2 Links

5-8 - REL Touch	5-8 - REL Summative Ass	8-11 - GAC Appropriate Touch/ Relationships	8-11 - GAC Summative Ass	8-11 - BR Looking Out for Others	8-11 - BR Adult & Children's Views	8-11 - FAE Baseline Ass	8-11 - FAE Jealousy	8-11 - CS Online Bullying
8-11 - CS Image Sharing	8-11 - AWWJ Baseline Ass	8-11 - AWWJ Breaking Down Barriers	8-11 - AWWJ Inclusion and Acceptance	8-11 - AWWJ Adult & Children's Views	8-11 - AWWJ British Values	8-11 - AWWJ Summative Ass		

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

KS1 Links

5-8 - REL Friendship	5-8 - REL Bullying	5-8 - REL Body Language	5-8 - REL Summative Ass	5-8 - BR Water Spillage	5-8 - BR Helping Someone in Need	5-8 - BR Stealing	5-8 - BR Summative Ass	5-8 - FAE Jealousy
5-8 - FAE Anger	5-8 - CS Online Bullying	5-8 - CS Computer Safety Documentary	5-8 - OW Living in Our World					

KS2 Links

5-8 - REL Summative Ass	5-8 - BR Stealing	5-8 - BR Summative Ass	8-11 - KSS Peer Pressure	8-11 - GAC Appropriate Touch/ Relationships	8-11 - GAC Adult & Children's Views	8-11 - GAC Summative Ass	8-11 - BR Baseline Ass	8-11 - BR Coming Home on Time
8-11 - BR Looking Out for Others	8-11 - BR Adult & Children's Views	8-11 - BR Stealing	8-11 - BR Summative Ass	8-11 - FAE Baseline Ass	8-11 - FAE Jealousy	8-11 - FAE Anger	8-11 - CS Image Sharing	8-11 - WW Summative Ass
8-11 - AWWJ Baseline Ass	8-11 - AWWJ Breaking Down Barriers	8-11 - AWWJ Inclusion and Acceptance	8-11 - AWWJ Adult & Children's Views	8-11 - AWWJ British Values	8-11 - AWWJ Summative Ass			

## Relationships Education: Key stages 1 and 2

## Topic 3: Respectful relationships

By the end of primary school, pupils should know:

- the conventions of courtesy and manners.*

KS1 Links

5-8 - BR  
Helping Someone in Need

KS2 Links

8-11 - GAC  
Adult & Children's Views

8-11 - BR  
Adult & Children's Views

8-11 - BR  
Stealing

8-11 - BR  
Summative Ass

8-11 - AWWJ  
Breaking Down Barriers

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

KS1 Links

5-8 - REL  
Summative Ass

5-8 - BR  
Helping Someone in Need

KS2 Links

5-8 - REL  
Summative Ass

8-11 - CS  
Image Sharing

8-11 - AWWJ  
Breaking Down Barriers

## Relationships Education: Key stages 1 and 2

## Topic 3: Respectful relationships

By the end of primary school, pupils should know:

- 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.*

KS1 Links

5-8 - KSS Staying Safe	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - BR Helping Someone in Need	5-8 - BR Stealing	5-8 - FAE Jealousy	5-8 - CS Online Bullying	5-8 - FS Fire Safety
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KS2 Links

5-8 - KSS Staying Safe	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - BR Stealing	5-8 - FS Fire Safety	8-11 - GAC Baseline Ass	8-11 - GAC Summative Ass	8-11 - BR Looking Out for Others	8-11 - BR Stealing
8-11 - CS Online Bullying	8-11 - CS Image Sharing	8-11 - AWWJ Baseline Ass	8-11 - AWWJ Breaking Down Barriers	8-11 - AWWJ Inclusion and Acceptance	8-11 - AWWJ Adult & Children's Views	8-11 - AWWJ British Values	8-11 - AWWJ Summative Ass	

- 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.*

KS1 Links

5-8 - REL Bullying	5-8 - REL Summative Ass	5-8 - FAE Jealousy	5-8 - CS Online Bullying	5-8 - CS Computer Safety Documentary	5-8 - CS Summative Ass
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KS2 Links

5-8 - REL Summative Ass	5-8 - CS Summative Ass	8-11 - BR Looking Out for Others	8-11 - CS Online Bullying	8-11 - CS Adult & Children's Views	8-11 - CS Summative Ass
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## Relationships Education: Key stages 1 and 2

## Topic 3: Respectful relationships

By the end of primary school, pupils should know:

- what a stereotype is, and how stereotypes can be unfair, negative or destructive.*

KS1 Links

There are no KS1 links for this area

KS2 Links

8-11 - AWWJ  
British Values

- the importance of permission-seeking and giving in relationships with friends, peers and adults.*

KS1 Links

5-8 - KSS  
Staying Safe

5-8 - KSS  
Summative Ass

5-8 - REL  
Touch

5-8 - BR  
Stealing

5-8 - CS  
Image Sharing

5-8 - CS  
Computer Safety  
Documentary

5-8 - CS  
Making Friends Online

5-8 - CS  
Summative Ass

KS2 Links

5-8 - KSS  
Staying Safe

5-8 - KSS  
Summative Ass

5-8 - REL  
Touch

5-8 - BR  
Stealing

5-8 - CS  
Making Friends Online

5-8 - CS  
Summative Ass

8-11 - KSS  
Adult & Children's Views

8-11 - BR  
Coming Home on Time

8-11 - BR  
Stealing

8-11 - BR  
Summative Ass

8-11 - CS  
Making Friends Online

8-11 - CS  
Summative Ass

8-11 - WW  
In-App Purchases

8-11 - WW  
Summative Ass

## Relationships Education: Key stages 1 and 2

## Topic 4: Online relationships

By the end of primary school, pupils should know:

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

KS1 Links

5-8 - CS  
Online Bullying

5-8 - CS  
Computer Safety  
Documentary

5-8 - CS  
Making Friends Online

KS2 Links

5-8 - CS  
Making Friends Online

8-11 - CS  
Baseline Ass

8-11 - CS  
Adult & Children's Views

8-11 - CS  
Making Friends Online

8-11 - CS  
Summative Ass

- 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*

KS1 Links

5-8 - CS  
Online Bullying

5-8 - CS  
Image Sharing

5-8 - CS  
Computer Safety  
Documentary

5-8 - CS  
Summative Ass

KS2 Links

5-8 - CS  
Summative Ass

8-11 - CS  
Online Bullying

8-11 - CS  
Adult & Children's Views

8-11 - CS  
Summative Ass



## Relationships Education: Key stages 1 and 2

### Topic 4: Online relationships

By the end of primary school, pupils should know:

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them*

KS1 Links

5-8 - CS  
Baseline Ass

5-8 - CS  
Making Friends Online

5-8 - CS  
Computer Safety  
Documentary

5-8 - CS  
Summative Ass

KS2 Links

5-8 - CS  
Making Friends Online

5-8 - CS  
Summative Ass

8-11 - KSS  
Adult & Children's Views

8-11 - CS  
Baseline Ass

8-11 - CS  
Adult & Children's Views

8-11 - CS  
Summative Ass

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

KS1 Links

5-8 - CS  
Making Friends Online

5-8 - CS  
Computer Safety  
Documentary

5-8 - CS  
Summative Ass

KS2 Links

5-8 - CS  
Making Friends Online

5-8 - CS  
Summative Ass

8-11 - CS  
Baseline Ass

8-11 - CS  
Online Bullying

8-11 - CS  
Adult & Children's Views

8-11 - CS  
Making Friends Online

8-11 - CS  
Summative Ass



## Relationships Education: Key stages 1 and 2

## Topic 4: Online relationships

By the end of primary school, pupils should know:

- *how information and data is shared and used online.*

KS1 Links

5-8 - CS  
Baseline Ass

5-8 - CS  
Online Bullying

5-8 - CS  
Image Sharing

5-8 - CS  
Computer Safety  
Documentary

KS2 Links

8-11 - CS  
Baseline Ass

8-11 - CS  
Adult & Children's Views

## Relationships Education: Key stages 1 and 2 **Topic 5: Being safe**

By the end of primary school, pupils should know:

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

KS1 Links

5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - KSH Medicine	5-8 - REL Bullying	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - FAE Jealousy	5-8 - CS Online Bullying	5-8 - CS Image Sharing
5-8 - CS Making Friends Online	5-8 - CS Computer Safety Documentary	5-8 - CS Summative Ass						

KS2 Links

5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - KSH Medicine	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - CS Making Friends Online	5-8 - CS Summative Ass	8-11 - KSS Peer Pressure	8-11 - GAC Appropriate Touch/ Relationships
8-11 - GAC Summative Ass	8-11 - BR Looking Out for Others	8-11 - CS Online Bullying	8-11 - CS Image Sharing	8-11 - CS Adult & Children's Views	8-11 - CS Making Friends Online	8-11 - CS Summative Ass	8-11 - AWWJ British Values	

- 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*

KS1 Links

5-8 - REL Summative Ass	5-8 - CS Computer Safety Documentary
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KS2 Links

5-8 - REL Summative Ass	8-11 - GAC Appropriate Touch/ Relationships	8-11 - GAC Summative Ass	8-11 - CS Image Sharing	8-11 - CS Adult & Children's Views
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## Relationships Education: Key stages 1 and 2 **Topic 5: Being safe**

By the end of primary school, pupils should know:

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

KS1 Links

5-8 - KSS Summative Ass	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - FAE Jealousy
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KS2 Links

5-8 - KSS Summative Ass	5-8 - REL Touch	5-8 - REL Summative Ass	8-11 - GAC Appropriate Touch/ Relationships	8-11 - BR Looking Out for Others
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- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.*

KS1 Links

5-8 - KSS Baseline Ass	5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - REL Summative Ass	5-8 - BR Helping Someone in Need	5-8 - CS Baseline Ass	5-8 - CS Computer Safety Documentary	5-8 - CS Making Friends Online	5-8 - CS Summative Ass
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KS2 Links

5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - REL Summative Ass	5-8 - CS Making Friends Online	5-8 - CS Summative Ass	8-11 - KSS Baseline Ass	8-11 - KSS Adult & Children's Views	8-11 - GAC Appropriate Touch/ Relationships	8-11 - CS Adult & Children's Views
8-11 - CS Making Friends Online	8-11 - CS Summative Ass	8-11 - FA Baseline Ass	8-11 - FA First Aid - Year 5	8-11 - FA First Aid - Year 6 (Part 1)				

## Relationships Education: Key stages 1 and 2 **Topic 5: Being safe**

By the end of primary school, pupils should know:

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

KS1 Links

5-8 - KSS Baseline Ass	5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - BR Helping Someone in Need	5-8 - FAE Summative Ass	5-8 - CS Computer Safety Documentary	5-8 - CS Making Friends Online
5-8 - CS Summative Ass	5-8 - HW Hazard Watch	5-8 - FS Fire Safety						

KS2 Links

5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - FAE Summative Ass	5-8 - CS Making Friends Online	5-8 - CS Summative Ass	5-8 - HW Hazard Watch	5-8 - FS Fire Safety
8-11 - KSS Peer Pressure	8-11 - KSS Water Safety	8-11 - KSS Adult & Children's Views	8-11 - KSS Summative Ass	8-11 - GAC Appropriate Touch/ Relationships	8-11 - GAC Summative Ass	8-11 - CS Adult & Children's Views	8-11 - CS Making Friends Online	8-11 - CS Summative Ass

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

KS1 Links

5-8 - KSS Baseline Ass	5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - FAE Summative Ass	5-8 - CS Computer Safety Documentary	5-8 - CS Making Friends Online	5-8 - HW Hazard Watch
5-8 - FS Fire Safety								

KS2 Links

5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - FAE Summative Ass	5-8 - CS Making Friends Online	5-8 - HW Hazard Watch	5-8 - FS Fire Safety	8-11 - KSS Baseline Ass
8-11 - KSS Peer Pressure	8-11 - KSS Water Safety	8-11 - KSS Summative Ass	8-11 - GAC Appropriate Touch/ Relationships	8-11 - GAC Summative Ass	8-11 - FAE Summative Ass	8-11 - CS Adult & Children's Views	8-11 - CS Making Friends Online	8-11 - CS Summative Ass
8-11 - FA Baseline Ass	8-11 - FA First Aid - Year 4	8-11 - FA First Aid - Year 5	8-11 - FA First Aid - Year 6 (Part 1)					

## Relationships Education: Key stages 1 and 2 **Topic 5: Being safe**

By the end of primary school, pupils should know:

- how to report concerns or abuse, and the vocabulary and confidence needed to do so.*

KS1 Links	5-8 - KSS Baseline Ass	5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - FAE Worry	5-8 - FAE Summative Ass	5-8 - CS Computer Safety Documentary	5-8 - CS Making Friends Online
	5-8 - FS Fire Safety								
KS2 Links	5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - FAE Summative Ass	5-8 - CS Making Friends Online	5-8 - FS Fire Safety	8-11 - KSS Baseline Ass	8-11 - KSS Peer Pressure
	8-11 - KSS Water Safety	8-11 - KSS Summative Ass	8-11 - KSH Summative Ass	8-11 - GAC Appropriate Touch/ Relationships	8-11 - GAC Summative Ass	8-11 - BR Looking Out for Others	8-11 - CS Online Bullying	8-11 - CS Adult & Children's Views	8-11 - CS Making Friends Online
	8-11 - CS Summative Ass								

- where to get advice e.g. family, school and/or other sources.*

KS1 Links	5-8 - KSS Baseline Ass	5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - FAE Baseline Ass	5-8 - FAE Worry	5-8 - FAE Summative Ass	5-8 - CS Online Bullying
	5-8 - CS Computer Safety Documentary	5-8 - CS Summative Ass	5-8 - HW Hazard Watch	5-8 - FS Fire Safety					
KS2 Links	5-8 - KSS Staying Safe	5-8 - KSS Summative Ass	5-8 - REL Touch	5-8 - REL Summative Ass	5-8 - FAE Summative Ass	5-8 - CS Making Friends Online	5-8 - HW Hazard Watch	5-8 - FS Fire Safety	8-11 - KSS Peer Pressure
	8-11 - KSS Water Safety	8-11 - KSS Summative Ass	8-11 - KSH Summative Ass	8-11 - GAC Appropriate Touch/ Relationships	8-11 - GAC Puberty	8-11 - GAC Summative Ass	8-11 - BR Looking Out for Others	8-11 - CS Online Bullying	8-11 - CS Image Sharing
	8-11 - CS Adult & Children's Views	8-11 - CS Making Friends Online	8-11 - CS Summative Ass	8-11 - FA First Aid - Year 5					

## Health Education: Key stages 1 and 2

## Topic 6: Mental wellbeing

By the end of primary school, pupils should know:

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

KS1 Links

5-8 - KSH  
Baseline Ass

KS2 Links

8-11 - KSH  
Baseline Ass

8-11 - KSH  
Healthy Living

8-11 - KSH  
Adult & Children's Views

8-11 - KSH  
Summative Ass

8-11 - FAE  
Baseline Ass

KS1 Links

5-8 - REL  
Body Language

5-8 - FAE  
Baseline Ass

5-8 - FAE  
Jealousy

5-8 - FAE  
Worry

5-8 - FAE  
Anger

5-8 - FAE  
Grief/loss

5-8 - FAE  
Summative Ass

5-8 - CS  
Image Sharing

KS2 Links

5-8 - FAE  
Grief/loss

5-8 - FAE  
Summative Ass

8-11 - KSH  
Summative Ass

8-11 - GAC  
Appropriate Touch/  
Relationships

8-11 - GAC  
Puberty

5-8 - FAE  
Baseline Ass

5-8 - FAE  
Jealousy

5-8 - FAE  
Worry

5-8 - FAE  
Anger

5-8 - FAE  
Grief/loss

5-8 - FAE  
Summative Ass

5-8 - CS  
Image Sharing

8-11 - AWWJ  
Inclusion and Acceptance



## Health Education: Key stages 1 and 2

## Topic 6: Mental wellbeing

By the end of primary school, pupils should know:

- 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*

KS1 Links

5-8 - REL  
Bullying

5-8 - REL  
Body Language

5-8 - REL  
Summative Ass

5-8 - FAE  
Baseline Ass

5-8 - FAE  
Jealousy

5-8 - FAE  
Worry

5-8 - FAE  
Anger

5-8 - FAE  
Grief/loss

5-8 - FAE  
Summative Ass

5-8 - FS  
Fire Safety

KS2 Links

5-8 - REL  
Summative Ass

5-8 - FAE  
Grief/loss

5-8 - FAE  
Summative Ass

5-8 - FS  
Fire Safety

8-11 - KSS  
Peer Pressure

8-11 - KSH  
Summative Ass

8-11 - GAC  
Puberty

8-11 - GAC  
Adult & Children's Views

8-11 - FAE  
Baseline Ass

8-11 - FAE  
Jealousy

8-11 - FAE  
Anger

8-11 - FAE  
Adult & Children's Views

8-11 - FAE  
Worry

8-11 - FAE  
Summative Ass

8-11 - CS  
Online Bullying

8-11 - CS  
Image Sharing

- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.*

KS1 Links

5-8 - REL  
Body Language

5-8 - FAE  
Jealousy

5-8 - FAE  
Anger

5-8 - FAE  
Grief/loss

5-8 - FAE  
Summative Ass

KS2 Links

5-8 - FAE  
Grief/loss

5-8 - FAE  
Summative Ass

8-11 - KSS  
Cycle Safety

8-11 - FAE  
Baseline Ass

8-11 - FAE  
Jealousy

8-11 - FAE  
Anger

8-11 - FAE  
Worry

8-11 - FAE  
Summative Ass

## Health Education: Key stages 1 and 2

## Topic 6: Mental wellbeing

By the end of primary school, pupils should know:

KS1 Links	<ul style="list-style-type: none"> <li><i>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</i></li> </ul>							
	5-8 - KSH Baseline Ass	5-8 - KSH Summative Ass						
KS2 Links								
	5-8 - KSH Summative Ass	8-11 - KSH Baseline Ass	8-11 - KSH Healthy Living	8-11 - KSH Adult & Children's Views	8-11 - FAE Baseline Ass	8-11 - FAE Summative Ass	8-11 - WW Chores at Home	8-11 - AWWJ Breaking Down Barriers
KS1 Links	<ul style="list-style-type: none"> <li><i>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</i></li> </ul>							
	5-8 - KSH Baseline Ass	5-8 - KSH Washing Hands	5-8 - KSH Brushing Teeth	5-8 - BR Practice Makes Perfect	5-8 - FAE Baseline Ass	5-8 - FAE Summative Ass		
KS2 Links								
	5-8 - FAE Summative Ass	8-11 - KSH Baseline Ass	8-11 - KSH Healthy Living	8-11 - KSH Adult & Children's Views	8-11 - GAC Adult & Children's Views	8-11 - FAE Baseline Ass	8-11 - FAE Worry	8-11 - AWWJ Breaking Down Barriers



## Health Education: Key stages 1 and 2

## Topic 6: Mental wellbeing

By the end of primary school, pupils should know:

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

KS1 Links

5-8 - REL  
Bullying

5-8 - FAE  
Baseline Ass

5-8 - FAE  
Worry

5-8 - FAE  
Grief/loss

5-8 - CS  
Image Sharing

KS2 Links

5-8 - FAE  
Grief/loss

8-11 - BR  
Looking Out for Others

8-11 - FAE  
Baseline Ass

8-11 - FAE  
Jealousy

8-11 - FAE  
Adult & Children's Views

8-11 - FAE  
Summative Ass

8-11 - CS  
Online Bullying

8-11 - CS  
Image Sharing

8-11 - AWWJ  
Breaking Down Barriers

8-11 - AWWJ  
Inclusion and Acceptance

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

KS1 Links

5-8 - REL  
Bullying

5-8 - FAE  
Baseline Ass

5-8 - CS  
Online Bullying

5-8 - CS  
Image Sharing

KS2 Links

8-11 - BR  
Looking Out for Others

8-11 - CS  
Online Bullying

8-11 - CS  
Adult & Children's Views

## Health Education: Key stages 1 and 2

## Topic 6: Mental wellbeing

By the end of primary school, pupils should know:

- 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).

KS1 Links

5-8 - FAE  
Anger

5-8 - FAE  
Grief/loss

5-8 - FAE  
Summative Ass

KS2 Links

5-8 - FAE  
Grief/loss

5-8 - FAE  
Summative Ass

8-11 - KSH  
Baseline Ass

8-11 - KSH  
Healthy Living

8-11 - KSH  
Summative Ass

8-11 - GAC  
Puberty

8-11 - BR  
Looking Out for Others

8-11 - FAE  
Baseline Ass

8-11 - FAE  
Jealousy

8-11 - FAE  
Adult & Children's Views

8-11 - FAE  
Worry

8-11 - FAE  
Summative Ass

8-11 - CS  
Online Bullying

8-11 - WW  
In-App Purchases

8-11 - FA  
First Aid - Year 5

- 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.

KS1 Links

There are no KS1 links for this area

KS2 Links

8-11 - KSH  
Summative Ass

8-11 - FAE  
Baseline Ass

8-11 - WW  
In-App Purchases

## Health Education: Key stages 1 and 2

## Topic 7: Internet safety and harms

By the end of primary school, pupils should know:

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

KS1 Links

5-8 - CS  
Baseline Ass

KS2 Links

8-11 - CS  
Baseline Ass

8-11 - CS  
Adult & Children's Views

- 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.*

KS1 Links

5-8 - KSH  
Baseline Ass

5-8 - KSH  
Summative Ass

5-8 - CS  
Baseline Ass

5-8 - CS  
Computer Safety  
Documentary

5-8 - CS  
Summative Ass

KS2 Links

5-8 - KSH  
Summative Ass

5-8 - CS  
Summative Ass

8-11 - KSH  
Healthy Living

8-11 - KSH  
Adult & Children's Views

8-11 - CS  
Adult & Children's Views

8-11 - CS  
Summative Ass

## Health Education: Key stages 1 and 2

## Topic 7: Internet safety and harms

By the end of primary school, pupils should know:

- 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.*

KS1 Links

5-8 - CS Baseline Ass    5-8 - CS Online Bullying    5-8 - CS Image Sharing    5-8 - CS Making Friends Online    5-8 - CS Computer Safety Documentary    5-8 - CS Summative Ass

KS2 Links

5-8 - CS Computer Safety Documentary    5-8 - CS Summative Ass    8-11 - KSS Adult & Children's Views    8-11 - CS Online Bullying    8-11 - CS Adult & Children's Views    8-11 - CS Summative Ass    8-11 - WW In-App Purchases

- why social media, some computer games and online gaming, for example, are age restricted.*

KS1 Links

5-8 - CS Computer Safety Documentary    5-8 - CS Summative Ass

KS2 Links

5-8 - CS Summative Ass    8-11 - CS Adult & Children's Views    8-11 - CS Summative Ass    8-11 - WW In-App Purchases

**Health Education: Key stages 1 and 2****Topic 7: Internet safety and harms**

By the end of primary school, pupils should know:

- 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.*

KS1 Links

5-8 - CS  
Online Bullying

5-8 - CS  
Image Sharing

5-8 - CS  
Computer Safety  
Documentary

5-8 - CS  
Summative Ass

KS2 Links

8-11 - CS  
Baseline Ass

8-11 - CS  
Online Bullying

8-11 - CS  
Image Sharing

8-11 - CS  
Adult & Children's Views

8-11 - CS  
Making Friends Online

8-11 - CS  
Summative Ass

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

KS1 Links

**There are no KS1 links for this area**

KS2 Links

8-11 - CS  
Baseline Ass

8-11 - CS  
Adult & Children's Views

## Health Education: Key stages 1 and 2

## Topic 7: Internet safety and harms

By the end of primary school, pupils should know:

- *where and how to report concerns and get support with issues online.*

KS1 Links

5-8 - CS  
Online Bullying

5-8 - CS  
Making Friends Online

5-8 - CS  
Computer Safety  
Documentary

5-8 - CS  
Summative Ass

KS2 Links

5-8 - CS  
Computer Safety  
Documentary

5-8 - CS  
Summative Ass

8-11 - CS  
Online Bullying

8-11 - CS  
Image Sharing

8-11 - CS  
Adult & Children's Views

8-11 - CS  
Making Friends Online

8-11 - CS  
Summative Ass

## Health Education: Key stages 1 and 2

## Topic 8: Physical health and fitness

By the end of primary school, pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle.*

KS1 Links

5-8 - KSH  
Baseline Ass

5-8 - KSH  
Summative Ass

KS2 Links

5-8 - KSH  
Summative Ass

8-11 - KSH  
Baseline Ass

8-11 - KSH  
Healthy Living

8-11 - KSH  
Adult & Children's Views

8-11 - FAE  
Baseline Ass

- 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.*

KS1 Links

5-8 - KSH  
Baseline Ass

5-8 - KSH  
Summative Ass

5-8 - BR  
Practice Makes Perfect

KS2 Links

5-8 - KSH  
Summative Ass

8-11 - KSH  
Baseline Ass

8-11 - KSH  
Healthy Living

8-11 - KSH  
Adult & Children's Views

8-11 - FAE  
Baseline Ass

## Health Education: Key stages 1 and 2

## Topic 8: Physical health and fitness

By the end of primary school, pupils should know:

- the risks associated with an inactive lifestyle (including obesity).*

KS1 Links

5-8 - KSH  
Baseline Ass

5-8 - KSH  
Healthy Eating

5-8 - KSH  
Summative Ass

KS2 Links

5-8 - KSH  
Summative Ass

8-11 - KSH  
Baseline Ass

8-11 - KSH  
Healthy Living

8-11 - KSH  
Adult & Children's Views

KS1 Links

5-8 - KSH  
Summative Ass

KS2 Links

5-8 - KSH  
Summative Ass

8-11 - KSH  
Baseline Ass

8-11 - KSH  
Healthy Living

8-11 - KSH  
Adult & Children's Views

8-11 - KSH  
Summative Ass

8-11 - GAC  
Puberty



By the end of primary school, pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).*

KS1 Links

5-8 - KSH  
Healthy Eating

KS2 Links

8-11 - KSH  
Healthy Living

- the principles of planning and preparing a range of healthy meals.*

KS1 Links

5-8 - KSH  
Healthy Eating

5-8 - KSH  
Summative Ass

KS2 Links

5-8 - KSH  
Summative Ass

8-11 - KSH  
Healthy Living

## Health Education: Key stages 1 and 2

### Topic 9: Healthy eating

By the end of primary school, pupils should know:

- 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).*

KS1 Links

5-8 - KSH  
Healthy Eating

5-8 - KSH  
Brushing Teeth

5-8 - KSH  
Summative Ass

KS2 Links

5-8 - KSH  
Summative Ass

8-11 - KSH  
Baseline Ass

8-11 - KSH  
Healthy Living

8-11 - KSH  
Adult & Children's Views

## Health Education: Key stages 1 and 2

## Topic 10: Drugs, alcohol and tobacco

By the end of primary school, pupils should know:

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

KS1 Links

5-8 - KSH  
Medicine

5-8 - HW  
Hazard Watch

KS2 Links

5-8 - KSH  
Medicine

8-11 - KSH  
Smoking

8-11 - KSH  
Alcohol/Drugs

8-11 - KSH  
Summative Ass

## Health Education: Key stages 1 and 2

## Topic 11: Health and prevention

By the end of primary school, pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.*

KS1 Links

There are no KS1 links for this area

KS2 Links

8-11 - KSH  
Summative Ass

- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.*

KS1 Links

5-8 - KSS  
Baseline Ass

5-8 - KSS  
Summative Ass

KS2 Links

5-8 - KSS  
Summative Ass

8-11 - KSH  
Adult & Children's Views

8-11 - KSH  
Summative Ass

## Health Education: Key stages 1 and 2

## Topic 11: Health and prevention

By the end of primary school, pupils should know:

- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.*

KS1 Links

5-8 - KSH  
Baseline Ass

KS2 Links

8-11 - KSH  
Baseline Ass

8-11 - KSH  
Healthy Living

- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.*

KS1 Links

5-8 - KSH  
Baseline Ass

5-8 - KSH  
Brushing Teeth

KS2 Links

8-11 - KSH  
Baseline Ass

8-11 - KSH  
Healthy Living

## Health Education: Key stages 1 and 2

## Topic 11: Health and prevention

By the end of primary school, pupils should know:

- *about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.*

KS1 Links

5-8 - KSH  
Baseline Ass

5-8 - KSH  
Washing Hands

KS2 Links

8-11 - KSH  
Baseline Ass

8-11 - KSH  
Healthy Living

- *the facts and science relating to allergies, immunisation and vaccination.*

KS1 Links

5-8 - KSH  
Medicine

KS2 Links

5-8 - KSH  
Medicine

## Health Education: Key stages 1 and 2

## Topic 12: Basic first aid

By the end of primary school, pupils should know:

- how to make a clear and efficient call to emergency services if necessary.*

KS1 Links

5-8 - KSS  
Learning Out of Windows

5-8 - BR  
Water Spillage

5-8 - FS  
Fire Safety

KS2 Links

5-8 - KSS  
Learning Out of Windows

5-8 - FS  
Fire Safety

8-11 - FA  
Baseline Ass

8-11 - FA  
First Aid - Year 4

8-11 - FA  
First Aid - Year 5

8-11 - FA  
First Aid - Year 6 (Part 1)

8-11 - FA  
First Aid - Year 6 (Part 2)

8-11 - FA  
Summative Ass

- concepts of basic first-aid, for example dealing with common injuries, including head injuries.*

KS1 Links

There are no KS1 links for this area

KS2 Links

8-11 - FA  
Baseline Ass

8-11 - FA  
First Aid - Year 4

8-11 - FA  
First Aid - Year 5

8-11 - FA  
First Aid - Year 6 (Part 1)

8-11 - FA  
First Aid - Year 6 (Part 2)

8-11 - FA  
Summative Ass



By the end of primary school, pupils should know:

- *key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.*

KS1 Links

There are no KS1 links for this area

KS2 Links

8-11 - GAC  
Puberty

8-11 - GAC  
Summative Ass

KS1 Links

There are no KS1 links for this area

KS2 Links

8-11 - GAC  
Puberty

8-11 - GAC  
Conception

8-11 - GAC  
Summative Ass

# Our 5-8 modules/topics

For more information on our resources, please visit: [www.1decision.co.uk](http://www.1decision.co.uk)

## Keeping/Staying Safe

- Road Safety
- Leaning Out of Windows
- Staying Safe
- Tying Shoelaces

## Keeping/Staying Healthy

- Healthy Eating
- Brushing Teeth
- Washing Hands
- Medicine

## Relationships

- Bullying
- Body Language
- Friendship
- Touch

## Being Responsible

- Practice Makes Perfect
- Helping Someone in Need
- Stealing
- Water Spillage

## Feelings and Emotions

- Jealousy
- Worry
- Anger
- Grief

## Computer Safety

- Online Bullying
- Image Sharing
- Making Friends Online
- Computer Safety Documentary

## Our World

- Growing in Our World
- Living in Our World
- Working in Our World
- Looking After Our World

## Hazard Watch

- Is it safe to eat or drink?
- Is it safe to play with?

## Special Edition Module - Fire Safety

- Hoax Calling
- Petty Arson
- Enya and Deedee Visit the Fire Station
- Texting Whilst Driving

## Our 8-11 modules/topics

For more information on our resources, please visit: [www.1decision.co.uk](http://www.1decision.co.uk)

### Keeping/Staying Safe

- Cycle Safety
- Peer Pressure
- Water Safety
- Keeping/Staying Safe Documentary

### Keeping/Staying Healthy

- Healthy Living
- Smoking
- Alcohol
- Keeping/Staying Healthy Documentary

### Growing and Changing

- Relationships
- Puberty
- Conception
- Growing and Changing Documentary

### Being Responsible

- Coming Home on Time
- Looking Out for Others
- Stealing
- Being Responsible Documentary

### Feelings and Emotions

- Jealousy
- Anger
- Worry
- Feelings and Emotions Documentary

### Computer Safety

- Online Bullying
- Image Sharing
- Making Friends Online
- Computer Safety Documentary

### The Working World

- Chores at Home
- Enterprise
- In-App Purchases
- The Working World Documentary

### A World Without Judgement

- Breaking Down Barriers
- Inclusion and Acceptance
- British Values
- A World Without Judgement Documentary

### Special Edition Module - First Aid

- First Aid - Year 4
- First Aid - Year 5
- First Aid - Year 6 (Part 1)
- First Aid - Year 6 (Part 2)

# APPENDIX D. Cross Curricular Coverage of RSE Objectives

Objective	Where the objective is covered other than in RSE/PSHE (eg RE, PE, Computing, Science)							
	N	R	1	2	3	4	5	6
<b>TOPIC 1 Families and People who care for me: By the end of primary school, pupils should know</b>								
- That families are important for children growing up because they can give love, security and stability	Topic	RE	RE			RE		RE
- 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 others' lives	RE	RE T1 Tools and Skills	RE					
- That others' families, either in school or in the wider world, 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 are for them	RE	RE T1 Tools and Skills						
- 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	RE	RE						
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		RE		RE		RE	RE	
- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed	Topic	RE T1 Tools and Skills						
<b>TOPIC 2 Caring friendships: By the end of primary school, pupils should know</b>								
- How important friendships are in making us feel happy and secure and how people choose and make friends		T1 Tools and Skills	PSHE	PSHE		RE		

		T2 People who help us						
- The characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Virtues RE Topic	Virtues T1 Tools and Skills T2 People who help us	Virtues	Virtues Forest School	Virtues	Virtues	Virtues	Virtues
- That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded	Group time RE	T1 Tools and Skills T2 People who help us	PSHE	Forest School				
- 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	Group time Topic	T1 Tools and Skills T2 People who help us				RE		
- 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	Group time RE Topic			Forest School		RE		
TOPIC 3 Respectful relationships: By the end of primary school, pupils should know								
- 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	Other Faiths Weeks Topic RE	Other Faiths Weeks	Other Faiths Weeks	Other Faiths Weeks	Other Faiths Weeks Art	Other Faiths Weeks Art RE	Other Faiths Weeks Art	Other Faiths Weeks Art
- Practical steps they can take in a range of different contexts to improve or support respectful relationships		T1 Tools and Skills	PSHE					

		T2 People who help us						
- The conventions of courtesy and manners	Virtues Group time Daily reminders	Virtues T1 Tools and Skills	Virtues	Virtues	Virtues	Virtues	Virtues	Virtues
- The importance of self-respect and how this links to their own happiness	Group time Daily reminders				Art	Art RE	Art	Art
- 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	Group time Daily reminders	Liturgy			Art	Art RE	Art	Art
- 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	Friendship Week	Friendship Week	Friendship Week PSHE	Friendship Week Computing	Friendship Week	Friendship Week Computing	Friendship Week	Friendship Week
- The importance of permission seeking and giving in relationships with friends, peers and adults		T1 Tools and Skills T2 People who help us						
TOPIC 4 Online Relationships: By the end of primary school, pupils should know								
- That people sometimes behave differently online, including by pretending to be someone they are not				Computing		Computing	Computing	Computing
- That the same principles apply to online relationships as face to face relationships including the importance of respect for others online including when we are anonymous				Computing	Computing	Computing	PSHE	

- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them				Computing	Computing	Computing	Computing	Computing
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met				Computing			Computing	Computing
- How information and data is shared and used online							Computing	Computing
TOPIC 5 Being safe: By the end of primary school, pupils should know								
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)				Computing	Computing	Computing	Computing	Computing
- 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					Computing	Computing	Computing	Computing
- That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact		PSHE						
- How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know					Computing	Computing	Computing	Computing
- How to recognise and report feelings of being unsafe or feeling bad about any adult		T1 Tools and Skills			Computing	Computing	Computing	Computing
- How to ask for advice or help for themselves and to keep trying until they are heard						RE		
- How to report concerns or abuse and the vocabulary and confidence needed to do so	Topic Group time				Computing	Computing	Computing	Computing
- Where to get advice eg family, school and/or other sources							PSHE	
TOPIC 6 Mental Wellbeing: By the end of primary school, pupils should know								



- That mental wellbeing is a normal part of daily life in the same way as physical health	Prayer		RE			PE		
- That there is a normal range of emotions (eg happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	Daily reminders	T1 Tools and Skills T6 Past and Present	RE PSHE			RE	PSHE - anger	
- 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	Group time			PSHE		RE		
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Group time					RE	PSHE	
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	PE Topic	T3 Ready, willing and able	PE	Forest School		RE PE		
- Simple self-care techniques including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Topic	T3 Ready, willing and able						
- 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	Group time						Computing	Computing
- 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)					Computing	Computing	Computing	Computing
- 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								
TOPIC 7 Internet safety and harms: By the end of primary school, pupils should know								
- That for most people the internet is an integral part of life and has many benefits			Computing		Computing	Computing	Computing	
- 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					Computing	Computing	Computing	
- 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							Computing	Computing
- Why social media, some computer games and online gaming, for example, are age restricted							Computing PSHE	Computing
- 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							Computing PSHE	Computing
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted							Computing	
- Where and how to report concerns and get support with issues online					Computing	Computing	Computing	Computing
TOPIC 8 Physical health and fitness: By the end of primary school, pupils should know								
- The characteristics and mental and physical benefits of an active lifestyle	PE	T6 Past and Present PE		Science	Science	PE		
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a	PE Outdoor activities	T6 Past and Present	PE	PE Science	PE Science	PE	PE	PE

daily active mile or other forms of regular, vigorous exercise		PE						
- The risks associated with an inactive lifestyle (including obesity)	Topic			Science	Science			
- How and when to seek support including which adults to speak to in school if they are worried about their health					Science			
TOPIC 9 Healthy eating: By the end of primary school, pupils should know								
- What constitutes a healthy diet (including understanding calories and other nutritional content)	Topic	T3 Ready, willing and able	Science	Science	DT Science	DT	DT	DT
- The principles of planning and preparing a range of healthy meals	Topic	T3 Ready, willing and able	Science	Science	DT Science	DT	DT	DT
- The characteristics of a poor diet and risks associated with unhealthy eating (including for example obesity and tooth decay) and other behaviours (eg the impact of alcohol on diet or health)	Topic	T3 Ready, willing and able	Science	Science	Science			Science
TOPIC 10 Drugs, alcohol and tobacco: By the end of primary school, pupils should know								
- The facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug taking							PSHE Smoking	Science
TOPIC 11 Health and prevention: By the end of primary school, pupils should know								
- 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	Daily summer routine				Science			Science
- 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	Topic	T3 Ready, willing and able	Science				Science		
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing	Daily routine		Science	Science	Science	Science			Science
- The facts and science relating to allergies, immunisation and vaccination	Daily routine								
TOPIC 12 Basic first aid: By the end of primary school, pupils should know									
- How to make a clear and efficient call to emergency services if necessary			Visit from Firemen	Visit from Firemen					
- Concepts of basic first aid for example dealing with common injuries including head injuries									
TOPIC 13 Changing adolescent body: By the end of primary school, pupils should know									
- Key facts about puberty and the changing adolescent body particularly from age 9 through to age 11 including physical and emotional changes							Science	PSHE Science	
- About menstrual wellbeing including the key facts about the menstrual cycle							Science	PSHE Science	