

Aiskew, Leeming Bar
Church of England Primary School


'Rooted in love and growing together
to become lifelong learners'

PSHE and RSHE Policy

Spring 2025

Date written: April 2025

Agreed by Governors: April 2025

Signed: 
(Headteacher)

Date: 28 April 2025

Signed: 
(Chair of Governors)

Date: 28 April 2025

Aiskew, Leeming Bar CE Primary School

PSHE and RSHE Policy

Introduction

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' Secretary of State, the DfE.

We use a comprehensive programme called 1Decision to deliver our PSHE and RSHE curriculum. This has been chosen because it reflects the need and maturity of our pupils. It is taught through 2 characters of Deedee and Darlee whom the pupils relate to. It uses video scenarios to help children make appropriate choices; it demonstrates the outcome of the right choice and the wrong choice.

From September 2020, Relationships and Health Education is compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings (DfE 2019):

Relationships Education

Families and people who care for me
Caring Friendships
Respectful Relationships
Online Relationships
Being safe

Health Education

Mental wellbeing
Internet safety and harms
Physical health and fitness
Healthy Eating
Drugs, alcohol and tobacco
Health and prevention
Basic first aid
Changing adolescent body

This DfE guidance clearly states the statutory requirements, i.e. what children must be taught by the end of primary school. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty. The National Curriculum for Science (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals (which could include human beings). Therefore Relationships Education, Health Education and Science are compulsory subjects and parents/carers do not have the right to withdraw their children from these.

It is up to primary schools to determine what is meant by 'Sex Education'. At Aiskew, Leeming Bar CE Primary School the agreed definition is 'human reproduction', and this is taught briefly within Science, alongside other animal and plant reproduction. However it is in our RSHE that we go into age appropriate detail; this is only taught to our Year 6 pupils. Parents/carers have the right to request their child is withdrawn from these specific lessons.

Curriculum Statement

Intent

At Aiskew, Leeming Bar CE Primary School, we believe that PSHE and RSHE enables every member of our school family to grow and flourish into well-developed individuals who are inclusive, independent and inspired learners, equipped with the knowledge, skills and wisdom needed to succeed in life. It ensures that they are able to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens both now and in the future. PSHE also flows through all other curriculum areas.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings by developing their emotional literacy. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives which is at the heart of our vision of developing lifelong learners. Resilience and empathy are key components of our Building Learning Power teaching. From September 2020, Relationships Education at primary school is compulsory. We believe that, to be effective, RSHE should always be taught within a broader PSHE education programme. RSHE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

We intend that PSHE and RSHE at Aiskew, Leeming Bar CE Primary School:

- Promotes the spiritual, moral, cultural, mental and physical development of all pupils.
- Prepares pupils for the opportunities, responsibilities and experiences of later life.
- Encourages pupils to value themselves and others.
- Allows pupils to acknowledge and appreciate difference and diversity.
- Teaches pupils how to make informed and safe choices both about themselves, others and the world in which they live.
- Prepares pupils to be positive and active members of a democratic society.
- Teaches pupils to understand what constitutes a safe and healthy lifestyle.
- Provides a framework in which sensitive discussions can take place.
- Promotes safety in forming and maintaining relationships.
- Provides pupils with a toolkit for understanding and managing their emotions.
- Provides pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others.

- Helps pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online.
- Prepares pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Helps pupils develop feelings of self-respect, confidence and empathy.
- Creates a positive culture around issues of sexuality and relationships.
- Teaches pupils the correct vocabulary to describe themselves and their bodies.

At Aiskew, Leeming Bar CE Primary School, we aim to build a PSHE curriculum which develops learning and results in the acquisition of knowledge, skills and wisdom to become lifelong learners, alongside a sense of belonging to a loving, extended school family. Through this, we hope to enable children to access the wider curriculum and be prepared to be global citizens now and in their future roles within a global community who are well-developed and inclusive individuals.

Implementation

Our curriculum is built on discussion. The unique sliding doors approach to decision-making found in the 1Decision scheme of work supports in depth discussion of key life moments, ensuring children understand key concepts and are engaged in active discussion. 1Decision is designed as a spiral curriculum. This allows children to revisit previous learning which supports our learners best in a mixed aged class.

Overarching themes	Key Stage 1 units are as follows:	Key Stage 2 units are as follows:
Staying/keeping safe	Baseline unit Road safety Tying shoe laces Staying safe Leaning out of windows Summative unit	Baseline unit Cycle safety Peer pressure Water safety Adults' views & Children's views Summative unit
Staying/keeping healthy	Baseline unit Healthy eating Washing hands Brushing teeth Medicine Summative Unit	Baseline unit Healthy living Smoking Alcohol Adults' views & Children's Views Summative unit
Relationships	Baseline unit Bullying Friendship Body language Touch Summative unit	Baseline unit Appropriate touch Puberty (Y5 only) Conception (Y6 only) Adults' views & Children's Views Summative unit

Being responsible	Baseline unit Practice makes perfect Water spillage Helping someone in need Stealing Summative unit	Baseline unit Coming home on time Looking out for others Stealing Adults' views & Children's views Summative unit
Feelings and emotions	Baseline unit Jealousy Worry Anger Grief Summative unit	Baseline unit Jealousy Anger Worry Adults' views & Children's views Summative unit
Computer safety	Baseline unit Online bullying Image sharing Making friends online Computer safety Summative unit	Baseline unit Online bullying Image sharing Making friends online Adults' views & Children's views Summative unit
Our World	Baseline unit Growing in our world Living in our world Working in our world Looking after our world Summative unit	
The working world		Baseline unit Chores at home Enterprise In-App purchases Adults' views & Children's views Summative unit
Hazard watch	Baseline/Summative unit Hazard watch	
A world without judgement		Baseline unit Breaking down barriers Inclusion and Acceptance British Values Adults' views & Children's views Protected Characteristics: presentation
Fire safety	Baseline unit Hoax calling Petty arson Texting whilst driving	

	Enya and Deedee visit the fire station Summative unit	
First Aid		Baseline unit First Aid Y4 First Aid Y5 First Aid Y6 Summative unit
Railway Safety *	3-6 Interactive Map - Switched On! (switchedonrailsafety.co.uk)	7-11 Years - Switched On! (switchedonrailsafety.co.uk)
Stranger Danger *	Clever never goes Clever never goes – additional PSHE material	Network Rail primary school safety talk - Learn Live (learnliveuk.com)

* These are additional materials not found in 1Decision

In addition to the 1Decision scheme of work which does cover British Values, we also teach British Values through our weekly Picture News collective worship. These collective worships support children to develop age appropriate, meaningful understanding of the themes of democracy, individual liberty, rule of law and mutual respect.

Our curriculum builds on skills previously learnt and is timed to match our pupils' needs. This sequencing and our use of specific age-appropriate videos mean that children commit key knowledge to long-term memory. Our pupil self-assessment journeys means that our children can work towards clearly defined end points. The scheme of work embeds social and emotional aspects of learning within our whole school PSHE and RSHE programme.

RSHE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum. PSHE and RSHE are taught by the class teacher. We teach using a 2 year rolling programme for KS1 and a 4 year rolling programme for KS2. This means in KS1, pupils visit each theme e.g. relationships, keeping safe etc in both years. In KS2, pupils visit each of these themes 3 times in depth and once briefly. A discussion group may also be led by a teaching assistant who normally works within the class and knows the children well. It is only the 'Puberty' unit which is taught solely to Year 5, 'Conception' which is taught solely to Y6. See Long Term Plan (Appendix 1).

Impact

We have adopted the workbooks created by 1Decision and believe effective progression of knowledge may be viewed in these. We also have a separate book which has the knowledge organisers for each unit.

Our PSHE/RSHE curriculum prepares pupils for all aspects of life. In particular, the resources we use mirror the new statutory elements of the curriculum and ensure that our pupils are ready for the next stage of their learning and have the emotional literacy and skills to keep themselves healthy and safe and have the ability to form and maintain appropriate relationships. Our pupils demonstrate that through actively making right/wrong choices through the scenarios within 1Decision, they are able to

apply it to different areas of life and the skill has become transferable. Children regularly reference 'making the right choice'.

Statutory requirements

At Aiskew, Leeming Bar CE Primary School, we teach PSHE and RSHE as set out in this policy. The Department for Education has introduced compulsory Relationships Education for primary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. 1Decision scheme of work was adopted by the whole school because it comprehensively covers the new requirements at a level that is appropriate to our current pupils.

Definition

RSHE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSHE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. RSHE is not about the promotion of sexual activity.

As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

Teaching and Learning of PSHE and RSHE

At Aiskew, Leeming Bar CE Primary School, we believe that pupils should be taught about the society in which they are growing up. We teach pupils to foster respect for others and through their actions show they value others, as well as educating pupils about healthy relationships. Our school's Christian values are at the heart of how we treat one another and children are expected to demonstrate these on a daily basis.

We believe that RSHE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBTQ+ relationships, which is delivered through our 1Decision scheme of work, for example, through teaching about different types of family, including those with same sex parents. We strive to be inclusive and are aware that the families we serve come in many permutations.

Adults and pupils alike are encouraged to use the correct scientific words when talking about body parts. Familiar terms may be used by the children but these will always be backed up by the adult using the correct scientific name. These scientific names used are listed in the knowledge organisers found under the 'Relationships' unit in KS1 and 'Growing and Changing' in KS2.

When delivering RSHE, adults are not to talk about their own sexual experiences and should not answer any questions which may arise. Instead, politely explain to children that this is not what is being discussed.

If a child talks about an aspect of sex education which is more advanced and therefore inappropriate for the other pupils, this should not be pursued in an open forum but discussed as soon as reasonably possible with the child and another member of staff and/or parent/carer. In the event of this happening, parents/carers should always be informed.

Adults leading PSHE and RSHE sessions need to be prepared that this could lead to disclosures being made. As above, this should not be pursued in an open forum but discussed as soon as reasonably possible with the child. Normal safeguarding procedures would be followed following a disclosure.

Although we follow the 1Decision scheme of work, we are also mindful of current issues which arise both within and outside of school. These are dealt with as they arise through using appropriate resources and techniques such as through circle time or draw and talk.

Substance misuse and Smoke free guidance

Pupils are taught about the dangers around substance misuse in both PSHE and through our Science curriculum. Pupils are taught about dangers of smoking and the laws around it e.g. adults not smoking in a car if children are present. The work around this topic also includes the use of e-cigarettes. Children are also taught about the danger of alcohol (and drugs) and the laws around them. School operates a substance and smoke (tobacco and vaping) free environment for both staff and children. If children are found to be taking an illegal substance or smoking (including vaping), then procedures outlined in the Behaviour Policy will be followed.

Online Safety

e-Safety is taught through both 1Decision and through our computing curriculum, using the Purple Mash scheme of work. In addition to this, we always take part in national events such as Safer Internet Day where we use the resources from the UK Safer Internet Centre. Please see our e-Safety Policy for further information.

EYFS

Personal, Social and Emotional Development forms part of the Prime areas of learning within the EYFS curriculum. Within this area, there are 3 strands of Self-Regulation; Managing Self; and Building Relationships. Our EYFS staff skilfully plan individualised learning activities which support children in achieving their next steps in order to attain their Early Learning Goal. EYFS does not follow the 1Decision scheme of work.

The Characteristics of Effective Learning are the bedrock of children's experiences within EYFS in all areas of learning. These help to support learning in all areas of the curriculum however particularly in PSED. They include:

Playing and exploring

- finding out and exploring
- using what they know in their play
- being willing to have a go

Active learning

- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

Creating and thinking critically

- having their own ideas
- using what they already know to learn new things
- choosing ways to do things and finding new ways

These characteristics form the first steps in preparing our youngest children in their learning about our Building Learning Power skills and link EYFS learning to that which follows in Key Stage 1 and Key Stage 2 where we continue to develop these skills further. The chart below shows how these link.

Characteristics of Effective Learning	Building Learning Power
Finding out and exploring	This links to the Cognitive and Emotional Mind Noticing: really sensing what's out there Questioning: playing with situations Imagining: using the mind's eye as a learning theatre Capitalising: making good use of resources Making links: seeking coherence, relevance and meaning
Using what they know in their play	This links to the Cognitive Mind Making links: seeking coherence, relevance and meaning Capitalising: making good use of resources Reasoning: thinking rigorously and methodically
Being willing to have a go	This links to the Emotional Mind Perseverance: stickability; tolerating the feeling of learning
Being involved and concentrating	This links to the Emotional and Social Mind Absorption: flow; the pleasure of being rapt in learning Managing distractions: recognising and reducing interruptions Collaboration: the skills of learning with others
Keeping on trying	This links to the Emotional and Social Mind Perseverance: stickability; tolerating the feeling of learning Interdependence: balancing self-reliance and sociability
Enjoying achieving what they set out to do	This links to the Strategic Mind Planning: working learning out in advance Revising: monitoring and adapting along the way

Having their own ideas	This links to the Strategic Mind Planning: working learning out in advance Revising: monitoring and adapting along the way
Using what they already know to learn new things	This links to the Strategic and Cognitive Mind Distilling: drawing out the lessons from experience Capitalising: making good use of resources
Choosing ways to do things and finding new ways	This links to the Strategic and Cognitive Mind Distilling: drawing out the lessons from experience Capitalising: making good use of resources Planning: working learning out in advance Revising: monitoring and adapting along the way

EYFS follow In The Moment Planning to ensure they achieve the ELGs in Personal, Social and Emotional Development by the end of EYFS.

EYFS	
Reception Development Matters 2020	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs (personal hygiene). Know and talk about the different factors that support their overall health and wellbeing (regular physical activity; healthy eating; toothbrushing; sensible amounts of 'screen time'; having a good sleep routine; being a safe pedestrian).</p>
Early Learning Goals	<p>Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships Work and play cooperatively and take turns with others.</p>

	Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
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Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or teaching assistants work with individual pupils where required, and if appropriate.

Inclusivity

Inclusivity is at the heart of what we do, which is especially important given the number of SEND and EAL learners. We ensure our curriculum is inclusive so that we can support pupils in developing knowledge, vocabulary and confidence to be able to communicate any safeguarding issues and help develop their understanding of previous or potential life experiences.

Mental Health

The promotion of good mental health plays an important part in how the school operates for both staff and pupils. Adults strive to live out the school's eight Christian values in how talk and deal with one another. Being a very small school has its positives and its challenges – as a staff we make time to ensure we talk with one another and offer support as needed. A number of staff have been trained by Compass Phoenix Mental Health to level 1.

Both classrooms promote positive mental health through having emotional check-in boards for all children to use throughout the day. There are reflection areas within both classrooms where children may go to 'ponder' and both classrooms facilitate a safe space for children to have 'time out' to support reregulation or access additional brain breaks. In addition to this, children use the entrance hall where they can safely have time out in order to reregulate themselves. There are also mindful activities available for children who may need a brain break. We encourage children to talk and reflect upon their feelings using the Zones of Regulation materials.

Positive mental health is promoted through 1Decision. In addition to this, important well-being strategies are also taught through PE. Children are taught about the importance of keeping fit, mindfulness and yoga. Staff are also aware of pupils who need extra support with their mental health. They are given the space and time to undertake an activity to improve their well-being.

Roles and responsibilities

The governing body will approve the PSHE and RSHE policy, and hold the Headteacher to account for its implementation. The Headteacher is responsible for ensuring that PSHE and RSHE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSHE (unless it forms part of the science curriculum).

Staff

Staff are responsible for:

- Delivering PSHE and RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Ensuring all pupils are well equipped to deal with many challenges that they face as they grow up in our ever evolving, digitalised world
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of PSHE and RSHE.
- Staff do not have the right to opt out of teaching PSHE or RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Parents'/carers' right to withdraw

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the school's website, this PSHE and RSHE Policy.
- Answer any questions that parents may have about the RSHE/PSHE education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE/PSHE in the school.
- Inform parents about the best practice known with regard to RSHE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.
- At the launch of our PSHE and RSHE 1Decision scheme of work, parents were invited into school to see the content and materials used with the children. This is then repeated as new children join the school.
- Before the puberty and conception units are taught in Y5 and Y6, the parents/carers of this group of pupils are invited into school to look at the material themselves so they can support further discussions at home, knowing exactly what has been discussed.

If a parent/carer wishes their child to be withdrawn from the sex education elements of RSHE, they should discuss this with the Headteacher; it would only be the Y6 module of 'conception' that would fit this criteria.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum.

Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions however any such conversations are always handled in a very sensitive way and curtailed/limited to a small group of pupils rather than the whole class. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these lessons.

Training

Staff have been trained on the delivery of PSHE and RSHE the using 1Decision and it is included in our continuing professional development calendar. 1Decision offer continued CPD for staff. The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE if required.

Monitoring arrangements

The delivery of PSHE and RSHE is monitored by Bethany Stanley (Headteacher/PSHE/RSHE lead) through:

- Lesson observations
- Learning walks
- Feedback from staff
- Feedback from parents
- Feedback from children
- Book looks

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

The policy was reviewed Summer 2020

The policy was reviewed Summer 2021

The policy was reviewed Spring 2022

The policy was reviewed Spring 2023

The policy was reviewed Spring 2024

The policy was reviewed Spring 2025

This policy will be reviewed Spring 2026

Appendix 1

PSHE and RSHE and British Values LTP

At Aiskew, Leeming Bar CE Primary School we teach PSHE and RSHE through the [1 Decision scheme of work](#) plus additional material to support with contextualised safeguarding.

Year A	Year B
Keeping/staying safe Baseline unit Road safety Tying shoelaces	Keeping/staying safe Staying Safe Leaning out of windows Summative unit
Keeping/staying healthy Brushing teeth Medicine Summative unit	Keeping/staying healthy Baseline unit Washing hands Healthy eating
Relationships Baseline unit Friendship Bullying	Relationships Body language Touch Summative unit
Being responsible Helping someone in need Stealing Summative unit	Being responsible Baseline unit Water Spillage Practice makes perfect
Feelings & emotions Baseline unit Jealousy Worry	Feelings & emotions Anger Grief Summative unit
Computer safety Computer safety documentary Making friends online Summative unit	Computer safety Baseline unit Online Bullying Image sharing
Our World Baseline unit Growing in our world Living in our world	Our World Working in our world Looking after our world Summative unit
Hazard watch Baseline/Summative unit Hazard watch	
Fire Safety Baseline unit Hoax calling Petty Arson	Fire Safety Texting whilst driving Enya and Deedee visit the fire station Summative unit
Railway safety 3-6 Interactive Map - Switched On! (switchedonrailsafety.co.uk)	
	Stranger Danger Clever never goes – additional PSHE material

Key Stage 2

Year A	Year B	Year C	Year D
Keeping/Staying Safe: Baseline and Y4 Cycle Safety	Keeping/Staying Safe: Y5 Peer Pressure	Keeping/Staying Safe: Y6 Water Safety and Summative unit	Keeping/Staying Safe: Adult and Children's views
Keeping/Staying Healthy: Y5 Smoking	Keeping/Staying Healthy: Y6 Alcohol Keeping/Staying Healthy: Y6 only Summative unit	Keeping/Staying Healthy: Adult and Children's views	Keeping/Staying Healthy: Baseline and Y4 Healthy Living
Being Responsible: Y5 Looking out for others	Being Responsible: Y6 Stealing and Summative unit	Being Responsible: Adult and Children's views	Being Responsible: Baseline and Y4 Coming home on time
Feelings and Emotions: Y6 Worry and Summative unit	Feelings and Emotions: Adult and Children's views	Feelings and Emotions: Baseline and Y4 Jealousy	Feelings and Emotions: Y5 Anger
Computer Safety: Adult and Children's views	Computer Safety: Baseline and Y4 Online Bullying	Computer Safety: Y5 Image Sharing	Computer Safety: Y6 Making Friends Online and Summative unit
The Working World: Baseline and Y4 Chores At Home	The Working World: Y5 Enterprise	The Working World: Y6 In-App Purchases and Summative unit	The Working World: Adult and Children's views
A World Without Judgement: Y5 Inclusion and Acceptance	A World Without Judgement: Y6 British Values and Summative unit	A World Without Judgement: Adult and Children's views Protected Characteristics: presentation	A World Without Judgement: Baseline and Y4 Breaking Down Barriers
First Aid: Y6 part 2 and Summative unit	First Aid Baseline and Y4	First Aid: Y5	First Aid: Y6 part 1
Growing and Changing: Adult and Children's views Growing and Changing: Y5 only Puberty Y6 only Conception and Summative unit	Growing and Changing: Y5 only Puberty Y6 only Conception and Summative unit	Growing and Changing: Baseline and Y4 Appropriate touch Growing and Changing: Y5 only Puberty Y6 only Conception and Summative unit	Growing and Changing: Y5 only Puberty Y6 only Conception and Summative unit
Railway safety: Network Rail primary school safety talk -		Railway safety 7-11 Years - Switched On! (switchedonrailsafety.co.uk)	

Learn Live (learnliveuk.com)			
			Stranger Danger Clever never goes – additional PSHE material