

1decision Progression Routes

Year 1 - Year 6

Updated December 2020

PSHE Association Quality Assured Resource

teach PRIMARY FINALIST RESOURCE AWARDS 2018



Introduction

1decision is a unique bank of resources for PSHE, which are continually updated and which you can be assured is evolving and changing to meet the needs of every child and school. 1decision keeps ahead of the trend, ensuring it always remains in line with both the statutory curriculum and good practice for the subject. This is a reflective programme and always aims to meet the needs of its users. In response to requests, this suite of progression routes has been devised giving you the full overview of how to deliver the programme year by year. This document:

- Provides a year 1 to 6 guide which comprehensively details how the units build year on year to match the current DFE statutory requirements and PSHE delivery programme
- Is outlined following the most recent Ofsted guidance detailing the elements of Intent, Implementation and Impact
- Mirrors our resources and additional documents e.g. policy writing document and Ofsted support
- Gives suggestions and thoughts for cross-curricular delivery as well as suggested additional reading – on top of that already offered within the *Teacher's Notes* built into the programme
- Outlines how these elements also meet the required safeguarding elements of the curriculum and wider school policy
- Offers a detailed outline to the vision and aims of the programme which may be adapted at the school level to match school aims and objectives
- Directs teachers, PSHE leads, and Senior Leadership Teams to areas for a delivery year by year

Important note for schools

1decision knows that every child is an individual, every school is unique, every community is different. With this in mind, 1decision urges all schools to carefully reflect on the needs of their school community and all teachers to be flexible in their delivery. It may mean that the Who keeps us safe? unit in year 2 takes four weeks of lessons and Brushing Teeth just one week in 2020. However, in 2021, with a different cohort, this is reversed.

By using the baseline assessment, teachers will be able to see what requires a longer and deeper level of learning and which they can move more swiftly on. So, whilst 1decision has produced this very detailed and in-depth guidance we do not wish to take away from the unique suite of resources and the flexibility of the teacher and the schools to deliver each unit as they see fit and when they feel best.

We hope you enjoy this document and find it useful but as ever all feedback is warmly received via info@1decision.co.uk

Please note: ***This document follows our Year by Year suggested order of delivery (2), which you can view on the next page 4.***

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Suggested topic delivery overview - Year by Year Breakdown

IMPORTANT NOTE: If you are starting in Year 2/3, you should still start from the beginning with the Baseline Assessment from Year 1.

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

**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

1decision PSHE progression document – Years 1 - 3 - Keeping/Staying Safe

Intent (Module)	**Through 1decision**	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.
	Vision	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding. Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.
	Our aims	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.
Implementation	**1decision resource**	**Keeping/Staying Safe - Year 1**
	Great teaching (Subject Title)	**Assessment Baseline**
	Builds on	**Early Learning Goals:** **Communication and Language** **Listening, Attention and Understanding ELG** Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking ELG** Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Great learning (Objectives)	What do I need to keep safe from? What may put me or others at risk?
	Breadth and balance	Observation skills/Parent home - link Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity worksheets
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H8, H29, H30, H32, H33, R1, R2, R15, R19, R20** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. CONT.

1decision PSHE progression document – Years 1 - 3 - Keeping/Staying Safe

Impact	Continued **Covers Statutory Elements (Dfe)**	• 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. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
	Safeguarding	Protective behaviours
Implementation	**1decision resource**	**Keeping/Staying Safe - Year 1**
	Great teaching (Subject Title)	**Road Safety**
	Builds on	Keeping/Staying Safe Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • understand why it is important to stay safe when crossing the road • be able to recognise a range of safe places to cross the road • understand the differences between safe and risky choices • know different ways to help us stay safe
	Breadth and balance	Road safety activities Parent link **English Reading –** The Hodgeheg by Dick King-Smith Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	Covers Statutory Elements (Dfe) **PSHE Ass.** **Links in Orange**	**(KS1) - H29, H32, H33, R2, R17, R20** Pupils should know: • that families are important for children growing up because they can give love, security and stability.
	Safeguarding	Protective behaviours

Implementation	**1decision resource**	**Keeping/Staying Safe - Year 2**
	Great teaching (Subject Title)	**Tying Shoelaces**
	Builds on	Keeping/Staying Safe Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • Know the reasons to make sure your laces are tied • Learn how to tie up laces properly • Know rules to keep yourself and others safe • Understand the differences between safe and risky choices
	Breadth and balance	Home school link Observation skills Science - hazards Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H13, H14, H15, H16, H29, H30, R1** Pupils should know: • 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.
	Safeguarding	Protective behaviours
Implementation	**1decision resource**	**Keeping/Staying Safe - Year 3**
	Great teaching (Subject Title)	**Staying Safe**
	Builds on	Keeping/Staying Safe Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • know ways to keep yourself and others safe • be able to recognise risky situations • be able to identify trusted adults around you • understand the differences between safe and risky choices
	Breadth and balance	SMSC Home school link Module links - Word Bank (vocabulary) & further links within teacher guidance notes

1decision PSHE progression document – Years 1 - 3 - Keeping/Staying Safe

Impact	**Inspiring Context**	• Colourful on-screen guide • Activity worksheets • Video with alternative endings 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H22, H29, H32, H33, R1, R2, R15, R16, R17, R19, R20, R22, L5, L16** **(KS2) - H38, H39, H41, R1, R6, R8, R9, R22, R24, R26, R28, R29, R31** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that 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. • 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. • 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. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
	Safeguarding	Protective behaviours Keeping Safe at home, at school and in the community
Implementation	**1decision resource**	**Keeping/Staying Safe - Year 3**
	Great teaching (Subject Title)	**Leaning Out of Windows**
	Builds on	Keeping/Staying Safe Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • be able to recognise a range of warning signs • be able to spot the dangers we may find at home • know the importance of listening to our trusted adults • be able to understand ways we can keep ourselves and others safe at home • know the differences between safe and risky choices

1decision PSHE progression document – Year 3 - Keeping/Staying Safe

	Breadth and balance	SMSC Science Hazards Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H29, H30, H32, H33, H35, H36, R1, R2, L1** **(KS2) - H38, H39, H41, H42** Pupils should know: • 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. • how to make a clear and efficient call to emergency services if necessary.
	Safeguarding	Protective behaviours Keeping Safe at home, at school and in the community
Implementation	**1decision resource**	**Keeping/Staying Safe - Year 3**
	Great teaching (Subject Title)	**Assessment Summative**
	Builds on	Keeping/Staying Safe Baseline Assessment Road Safety Topic Tying Shoelaces Topic Staying Safe Topic Leaning Out of Windows Topic
	Great learning (Objectives)	Who keeps us safe How to keep safe in a range of secenarios Understanding of hazards in the home and the commiunity
	Breadth and balance	SMSC Science - Hazards Module links - Word Bank (vocabulary) & further links within teacher guidance notes
	Inspiring Context	• Colourful on-screen guide • Activity/assessment worksheets

Impact	**PSHE Ass.** **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H8, H10, H24, H28, H29, H30, H31, H32, H33, H35, H36, R1, R2, R5, R15, R16, R17, R19, R20, L5** **(KS2) - H12, H38, H39, H40, H41, H44, R6, R8, R18, R22, R24, R25, R26, R28, R29** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that 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. • 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. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
	Safeguarding	Protective behaviours Keeping Safe at home, at school and in the community

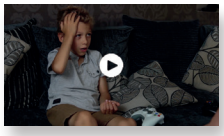
- End of Module -

Intent (Module)	**Through 1decision**	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.
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	Our aims	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.
Implementation	**1decision resource**	**Keeping/Staying Healthy - Year 1**
	Great teaching (Subject Title)	**Assessment Baseline**
	Builds on	**Early Learning Goals:** **Communication and Language** **Listening, Attention and Understanding ELG** Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking ELG** Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. **Managing Self ELG** Children at the expected level of development will: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Great learning (Objectives)	What can we do to keep healthy?
	Breadth and balance	PE Daily Mile Walk to school Module links - Word Bank (vocabulary) & further links within teacher guidance notes

Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H1, H3, H4, H5, H7, H9, H17** Pupils should know: • that mental wellbeing is a normal part of daily life, in the same way as physical health. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • 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. • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
	Safeguarding	Health (including mental health)
Implementation	**1decision resource**	**Keeping/Staying Healthy - Year 1**
	Great teaching (Subject Title)	**Washing Hands**
	Builds on	Keeping/Staying Healthy Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • understand why we need to wash our hands • know how germs are spread and how they can affect our health • be able to practise washing your hands • know the differences between healthy and unhealthy choices
	Breadth and balance	Ways to keep healthy now and in the future Module links - Word Bank (vocabulary) & further links within teacher guidance notes
	Inspiring Context	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 

Impact	**PSHE Ass.** **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H1, H5** Pupils should know: • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
	Safeguarding	Health (including mental health)
Implementation	**1decision resource**	**Keeping/Staying Healthy - Year 2**
	Great teaching (Subject Title)	**Healthy Eating**
	Builds on	Keeping/Staying Safe Baseline
	Great learning (Objectives)	By the end of the lesson, students should: • know that food is needed for our bodies to be healthy and to grow • understand that some foods are better for good health than others • be able to list different types of healthy food • understand how to keep yourself and others healthy • know the differences between healthy and unhealthy choices
	Breadth and balance	Ways to keep healthy now and in the future Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H1, H2** Pupils should know: • the risks associated with an inactive lifestyle (including obesity). • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
	Safeguarding	Health (including mental health)

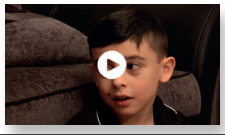
Implementation	**1decision resource**	**Keeping/Staying Healthy - Year 2**
	Great teaching (Subject Title)	**Brushing Teeth**
	Builds on	**Keeping/Staying Safe Baseline**
	Great learning (Objectives)	By the end of the lesson, students should: • understand why we need to brush our teeth • be able to practise brushing your teeth • know the differences between healthy and unhealthy choices • be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy.
	Breadth and balance	Science - teeth, decay Maths - time Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity worksheets • Video with alternative endings 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H1, H2, H5, H7, H10** Pupils should know: • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • 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). • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
	Safeguarding	Health (including mental health)
Implementation	**1decision resource**	**Keeping/Staying Healthy - Year 3**
	Great teaching (Subject Title)	**Medicine**
	Builds on	Keeping/Staying Safe Baseline

Impact	**Great learning (Objectives)**	By the end of the lesson, students should: • know, understand, and be able to practise simple safety rules about medicine • understand when it is safe to take medicine • know who we can accept medicine from • understand the differences between healthy and unhealthy choices
	Breadth and balance	Science – medicines and chemicals Module links - Word Bank (vocabulary) & further links within teacher guidance notes
	Inspiring Context	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS1) - H6, H10, H31, H33, R17, R20** **(KS2) - H10, H14, H40, R11, R15, R18, R26, R28** Pupils should know: • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • 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. • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. • the facts and science relating to immunisation and vaccination
	Safeguarding	Health (including mental health) Drug Education
Implementation	**1decision resource**	**Keeping/Staying Healthy - Year 3**
	Great teaching (Subject Title)	**Assessment Summative**
	Builds on	Keeping/Staying Safe Baseline Washing Hands Topic Healthy Eating Topic Brushing Teeth Topic Medicine Topic
	Great learning (Objectives)	What can we do to keep healthy?

	Breadth and balance	PE Daily Mile Walk to school Ways to keep healthy now and in the future Science - teeth, decay Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H1, H2, H3, H4, H5, H6, H7, H9, H10, H17** **(KS2) - H1, H2, H3, H6, H7, H9, H10, H11, H12, H13, H14, H15** Pupils should know: • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • 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. • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
	Safeguarding	Health (including mental health)

- End of Module -

Intent (Module)	**Through 1decision**	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.
	Vision	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding. Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.
	Our aims	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.
Implementation	**1decision resource**	**Relationships - Year 1**
	Great teaching (Subject Title)	**Assessment Baseline**
	Builds on	**Early Learning Goals:** **Communication and Language** **Listening, Attention and Understanding ELG** Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking ELG** Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. **Building Relationships ELG** Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
	Great learning (Objectives)	Understand different types of relationships.

	Breadth and balance	Nuture group work Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H15, H16, H17, H21, H22, R1, R2, R3, R4, R5, R23, L4, L6** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them. • 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. • 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.
	Safeguarding	Anti-bullying
Implementation	**1decision resource**	**Relationships - Year 1**
	Great teaching (Subject Title)	**Friendship**
	Builds on	Relationships Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • understand how to be a good friend • be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view
	Breadth and balance	Nurture group work Module links - Word Bank (vocabulary) & further links within teacher guidance notes
	Inspiring Context	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 

Impact	**PSHE Ass.** **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H15, H24, R6, R8, R9, R11, R21, R22, R24, R25, L6** Pupils should know: • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships.
	Safeguarding	Anti-bullying
Implementation	**1decision resource**	**Relationships - Year 2**
	Great teaching (Subject Title)	**Bullying**
	Builds on	Relationships Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • be able to name a range of feelings • understand why we should care about other people's feelings • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours
	Breadth and balance	Nurture group work Module links - Word Bank (vocabulary) & further links within teacher guidance notes
	Inspiring Context	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 

Impact	**PSHE Ass.** **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H11, H12, H14, H16, H24, R6, R7, R9, R11, R12, R21, R24** Pupils should know: • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • 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.
	Safeguarding	Anti-bullying
Implementation	**1decision resource**	**Relationships - Year 2**
	Great teaching (Subject Title)	**Body Language**
	Builds on	Relationships Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • be able to recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person's point of view • understand why it is important to care about other people's feelings
	Breadth and balance	Nurture group work My Strong Mind: A Story About Developing Mental Strength (Positive Mindset series) by Niels van Hove Module links - Word Bank (vocabulary) & further links within teacher guidance notes
	Inspiring Context	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 

Impact	**PSHE Ass.** **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H11, H12, H13, H14, H15, H16, H18, H19, R2, R5, R6, R8, R10, R21, R22, R24** Pupils should know: • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
	Safeguarding	Anti-bullying
Implementation	**1decision resource**	**Relationships - Year 3**
	Great teaching (Subject Title)	**Touch**
	Builds on	Relationships Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • understand the difference between appropriate and inappropriate touch • know why it is important to care about other people's feelings • understand personal boundaries • know who and how to ask for help • be able to name human body parts
	Breadth and balance	Nurture group activities How can we talk about things worrying us? Who can we talk to? https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule Module links - Word Bank (vocabulary) & further links within teacher guidance notes
	Inspiring Context	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 

Impact	**PSHE Ass.** **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H19, H25, R5, R10, R11, R12, R13, R16, R20, R21, R22, R25** **(KS1) - H18, H24, R8, R9, R11, R18, R22, R25, R26, R29** Pupils should know: • 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. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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. • 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. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
	Safeguarding	Protective behaviours Anti-bullying
Implementation	**1decision resource**	**Relationships - Year 3**
	Great teaching (Subject Title)	**Assessment Summative**
	Builds on	Relationships Baseline Assessment Friendship Bullying Body Language Touch
	Great learning (Objectives)	How can we positively manage relationships?

	Breadth and balance	Nurture group activities How can we talk about things worrying us? Who can we talk to? https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS1) - H16, H18, H19, H24, H32, H33, R2, R5, R6, R9, R10, R11, R12, R16, R17, R18, R20, R21, R22** **(KS2) - H18, H19, H20, H24, R9, R10, R11, R17, R18, R19, R20, R22, R25, R29, R31** Pupils should know: • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. • 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.
	Safeguarding	Protective behaviours

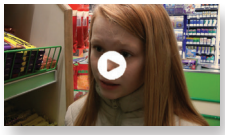
Intent (Module)	**Through 1decision**	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.
	Vision	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding. Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.
	Our aims	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.
Implementation	**1decision resource**	**Being Responsible - Year 1**
	Great teaching (Subject Title)	**Assessment Baseline**
	Builds on	**Early Learning Goals:** **Communication and Language** **Listening, Attention and Understanding ELG** Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking ELG** Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. **Building Relationships ELG** Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. - Be confident to try new activities and show independence and resilience and perseverance in the face of challenge. CONT.

Implementation	Continued Builds on	**Personal, Social and Emotional Development** **Self-Regulation ELG** Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; **Managing Self ELG** Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
	Great learning (Objectives)	What are we responsible for? How do responsibilities grow as we grow?
	Breadth and balance	Module links - Word Bank (vocabulary) & further links within teacher guidance notes English - writing
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H17, H22, H26, H27, R1** Pupils should know: • 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.
	Safeguarding	Keeping safe at home, at school and in the community
Implementation	**1decision resource**	**Being Responsible - Year 1**
	Great teaching (Subject Title)	**Water Spillage**
	Builds on	Being Responsible Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • know how you can help people around you • understand the types of things you are responsible for • know how and understand the importance of preventing accidents • be able to recognise the differences between being responsible and being irresponsible

	Breadth and balance	Module links - Word Bank (vocabulary) & further links within teacher guidance notes English - writing Classroom rules Being responsible at home, school, and in the community
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H28, H29, H30, H35, H36, R21, L1** Pupils should know: • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how to make a clear and efficient call to emergency services if necessary.
	Safeguarding	Keeping safe at home, at school and in the community
Implementation	**1decision resource**	**Being Responsible - Year 2**
	Great teaching (Subject Title)	**Practice Makes Perfect**
	Builds on	Being Responsible Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • be able to name ways you can improve in an activity or sport • understand the importance of trying hard and not giving up • be able to see the benefits of practising an activity or sport • be able to learn ways to set goals and work to reach them
	Breadth and balance	PE Any subject chosen re improvement SMSC work Module links - Word Bank (vocabulary) & further links within teacher guidance notes
	Inspiring Context	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 

1decision PSHE progression document – Years 1 -3 - Being Responsible

Impact	**PSHE Ass. Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H3, H18, H22, H23, H24, R23, R24, R25, L14, L17** • 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. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • 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.
	Safeguarding	Health (including mental health)
Implementation	**1decision resource**	**Being Responsible - Year 2**
	Great teaching (Subject Title)	**Helping Someone in Need**
	Builds on	Being Responsible Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • know how you can help other people • be able to recognise kind and thoughtful behaviours and actions • understand the risks of talking to people you don't know very well in the community • be able to identify the differences between being responsible and being irresponsible
	Breadth and balance	SMSC work Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS1) - H29, H32, R15, R17, R19, R20, R22** Pupils should know: • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. CONT

Impact	Continued **Covers Statutory Elements (Dfe)**	• 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. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult.
	Safeguarding	Keeping safe at home, at school and in the community
Implementation	**1decision resource**	**Being Responsible - Year 3**
	Great teaching (Subject Title)	**Stealing**
	Builds on	Being Repsonible Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • understand the differences between borrowing and stealing • be able to describe how you might feel if something of yours is borrowed and not returned • know why it is wrong to steal • be able to understand the differences between being responsible and irresponsible
	Breadth and balance	SMSC work Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS1) - H14, H15, R6, R22, L12** **(KS2) - R11, R18, R22, R26, R28, R31, L1** Pupils should know: • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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. • the importance of permission-seeking and giving in relationships with friends, peers and adults.

	Safeguarding	Keeping safe and being responsible, at home, at school and in the community
Implementation	**1decision resource**	**Being Responsible - Year 3**
	Great teaching (Subject Title)	**Assessment Summative**
	Builds on	Being Responsible Assessment Baseline Water Spillage Topic Practice Makes Perfect Topic Helping Someone in Need Topic Stealing Topic
	Great learning (Objectives)	Students will be able to identify how to act responsibly at home, at school, and in the community
	Breadth and balance	SMSC work Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H26, H29, R21** **(KS2) - H35, H38** Pupils should know: • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • practical steps they can take in a range of different contexts to improve or support respectful relationships.
	Safeguarding	Keeping safe and being responsible, at home, at school and in the community

- End of Module -

Extra Content	1decision resource	Extra content within the Feelings and Emotions Module
	Additional Content	Good mental health is important to all of us and our mindfulness videos have been specially created to support young children. These videos take children on a journey through a short mindfulness story and can be used throughout the school day within the setting or alternatively as an activity to be used in a sensory area for children requiring support with relaxing. **Please note: these mindfulness videos can be used at any point throughout the school day and do not have to be used alongside the topics.**









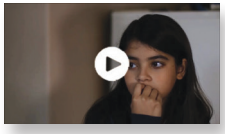
Intent (Module)		
	Through 1decision	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.
	Vision	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding. Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.
	Our aims	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.

1decision PSHE progression document – Years 1-3 - Feelings and Emotions

Implementation	**1decision resource**	**Feelings and Emotions - Year 1**
	Great teaching (Subject Title)	**Assessment Baseline**
	Builds on	**Early Learning Goals:** **Communication and Language** **Listening, Attention and Understanding ELG** Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking ELG** Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. **Self-Regulation ELG** Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
	Great learning (Objectives)	Understanding a range of emotions and how they make us feel physically and mentally
	Breadth and balance	SMSC Work Module links - Word Bank (vocabulary) & further links within teacher guidance notes **English Reading** - Help Your Dragon Deal With Anxiety: Train Your Dragon To Overcome Anxiety. (My Dragon Books) by Steve Herman
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS1) - H11, H12, H13, H14, H15, H16, H18, H19, H24, R7, R10, R11, R20, R21** Pupils should know: • where to get advice e.g. family, school and/or other sources. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. CONT →

Impact	Continued **Covers Statutory Elements (Dfe)**	• 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.
	Safeguarding	Students will develop and an understanding of how to express feelings and emotions and ask for help when needed.
Implementation	**1decision resource**	**Feelings and Emotions - Year 1**
	Great teaching (Subject Title)	**Jealousy**
	Builds on	Feelings and Emotions Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words
	Breadth and balance	SMSC Work Module links - Word Bank (vocabulary) & further links within teacher guidance notes English - writing Group work
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H11, H12, H13, H14, H15, H16, H18, H19, H21, H22, R10, R11, R12, R21, R22, R24, L14** Pupils should know: • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. CONT

1decision PSHE progression document – Year 1-3 - Feelings and Emotions

Impact	Continued **Covers Statutory Elements (Dfe)**	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
	Safeguarding	Students will develop and an understanding of how to express feelings and emotions and ask for help when needed.
Implementation	**1decision resource**	**Feelings and Emotions - Year 2**
	Great teaching (Subject Title)	**Worry**
	Builds on	Feelings and Emotions Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words
	Breadth and balance	Module links - Word Bank (vocabulary) & further links within teacher guidance notes English - writing
	Inspiring Context	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 

1decision PSHE progression document – Year 1-3 - Feelings and Emotions

Impact	**PSHE Ass.** **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H11, H12, H13, H14, H15, H16, H18, H19, H24, H27, R5, R20, R25** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
	Safeguarding	Students will develop and an understanding of how to express feelings and emotions and ask for help when needed.
Implementation	**1decision resource**	**Feelings and Emotions - Year 2**
	Great teaching (Subject Title)	**Anger**
	Builds on	Feelings and Emotions Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words
	Breadth and balance	English Reading - What to Do When Your Temper Flares: A Kid's Guide to Overcoming Problems with Anger (What-to-Do Guides for Kids) (What-to-Do Guides for Kids R) by Dawn Huebner and Bonnie Matthews Module links - Word Bank (vocabulary) & further links within teacher guidance notes
	Inspiring Context	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 

1decision PSHE progression document – Year 1-3 - Feelings and Emotions

Impact	**PSHE Ass.** **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H11, H12, H13, H16, H17, H18, H19, H24, R21, R22** Pupils should know: • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • 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).
	Safeguarding	Students will develop and an understanding of how to express feelings and emotions and ask for help when needed.
Implementation	**1decision resource**	**Feelings and Emotions - Year 3**
	Great teaching (Subject Title)	**Grief/Loss**
	Builds on	Feelings and Emotions Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words
	Breadth and balance	English - writing for a purpose Module links - Word Bank (vocabulary) & further links within teacher guidance notes *www.childhoodbereavementnetwork.org.uk* - includes downloadable training resources
	Inspiring Context	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 

1decision PSHE progression document – Year 1-3 - Feelings and Emotions

Impact	**PSHE Ass.** **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, R1, R2** **(KS2) - H17, H18, H19, H20, H21, H23, H24, R6, R8, L4** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • 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).
	Safeguarding	Students will develop and an understanding of how to express feelings and emotions and ask for help when needed.
Implementation	**1decision resource**	**Feelings and Emotions - Year 3**
	Great teaching (Subject Title)	**Assessment Summative**
	Builds on	Feelings and Emotions Baseline Assessment Jealousy Topic Worry Topic Anger Topic Grief/Loss Topic
	Great learning (Objectives)	Students can create a toolkit for managing feelings and emotions
	Breadth and balance	Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. **Links in Orange**	**(KS1) - H1, H3, H4, H9, H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, R2, R5, R9, R10, R20, R21** **(KS1) - H4, H8, H15, H16, H18, H19, H20, H23, H24, R20, R29**

CONT

Impact	Continued **Covers Statutory Elements (Dfe)**	Pupils should know: • that families are important for children growing up because they can give love, security and stability. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • 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).
	Safeguarding	Students will develop and an understanding of how to express feelings and emotions and ask for help when needed.

- End of Module -

1decision PSHE progression document – Years 1 - 3 - Computer Safety

Intent (Module)	**Through 1decision**	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.
	Vision	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding. Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.
	Our aims	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.
Implementation	**1decision resource**	**Computer Safety - Year 1**
	Great teaching (Subject Title)	**Assessment Baseline**
	Builds on	**Early Learning Goals:** **Communication and Language** **Listening, Attention and Understanding ELG** Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking ELG** Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. **Self-Regulation ELG** Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. **Managing Self ELG** Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Great learning (Objectives)	To develop an understanding of computers, the internet, and rules to keep safe.

1decision PSHE progression document – Years 1 - 3 - Computer Safety

	Breadth and balance	Computing English – writing Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H9, H34, R10, R12, R19, L7, L8** Pupils should know: • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how information and data is shared and used online. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
	Safeguarding	Online Safety Anti-bullying
Implementation	**1decision resource**	**Computer Safety - Year 1**
	Great teaching (Subject Title)	**Online Bullying**
	Builds on	Computer Safety Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to recognise kind and unkind comments
	Breadth and balance	Computing Module links - Word Bank (vocabulary) & further links within teacher guidance notes
	Inspiring Context	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 

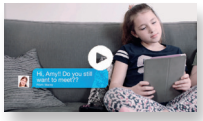
Impact	**PSHE Ass.** **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H9, H11, H13, H14, H15, R6, R10, R11, R12, R14, R21, R22** Pupils should know: • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • how to recognise 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. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • how information and data is shared and used online. • where to get advice e.g. family, school and/or other sources. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • 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. • where and how to report concerns and get support with issues online.
	Safeguarding	Online Safety Anti-bullying
Implementation	**1decision resource**	**Computer Safety - Year 2**
	Great teaching (Subject Title)	**Image Sharing**
	Builds on	Computer Safety Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • Understand how your online actions can affect others • Be able to name the positive and negative ways you can use technology • Know the risks of sharing images without permission • Understand the types of images that you should and should not post online

1decision PSHE progression document – Years 1- 3 - Computer Safety

	Breadth and balance	Computing Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H11, H13, H14, H24, H28, H29, H34, R6, R10, R11, R12, R17, R21, R22, L1, L7** Pupils should know: • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • 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. • how information and data is shared and used online. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • 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. • 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. • 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.
	Safeguarding	Online Safety Anti-bullying
	1decision resource	**Computer Safety - Year 2**
	Great teaching (Subject Title)	**Computer Safety Documentary**

Implementation	**Builds on**	Computer Safety Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to list rules for keeping and staying safe
	Breadth and balance	Computing Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Real life documentary 
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS1) - H9, H28, H34, R10, R12, R14, R15, R17, R20, R21, R22, L1, L7, L8, L9** 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. •where to get advice e.g. family, school and/or other sources. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • where and how to report concerns and get support with issues online.

1decision PSHE progression document – Years 1- 3 - Computer Safety

	Safeguarding	Online Safety Anti-bullying
Implementation	**1decision resource**	**Computer Safety - Year 3**
	Great teaching (Subject Title)	**Making Friends Online**
	Builds on	Computer Safety Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • be able to identify possible dangers and consequences of talking to strangers online • know how to keep safe in online chatrooms • be able to name the positives and negatives of using technology • understand the difference between safe and risky choices online
	Breadth and balance	Computing Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS1) - H16, H19, H28, H32, H34, R2, R6, R14, R15, R17, R19, R20, L9** **(KS2) - H37, H38, H41, H42, R6, R11, R12, R18, R20, R22, R23, R24, R26, R28, R29, L11, L12** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • 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. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • that people sometimes behave differently online, including by pretending to be someone they are not. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). CONT

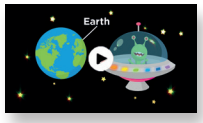
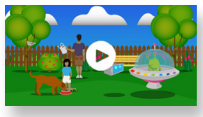
Impact	Continued **Covers Statutory Elements (Dfe)**	• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. • 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. • where and how to report concerns and get support with issues online.
	Safeguarding	Online Safety Protective behaviours
Implementation	**1decision resource**	**Computer Safety - Year 3**
	Great teaching (Subject Title)	**Asssessment Summative**
	Builds on	Computer Safety Baseline Assessment Online bullying Topic Image Sharing Topic Computer Safety Documentary Making Friends Online Topic
	Great learning (Objectives)	To develop an understanding of computers, the internet, and rules to keep safe.
	Breadth and balance	Computing Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS1) - H9, H28, H34, R10, R12, R14, R17, R19, L1, L9** **(KS2) - H13, H37, H42, R11, R12, R18, R20, R23, R24, R26, R28, R29, L1, L11** Pupils should know: • 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. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • 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. CONT →

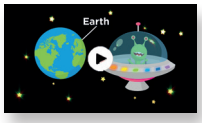
Impact	**Continued** **Covers Statutory Elements (Dfe)**	• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
	Safeguarding	Online Safety Anti-bullying

- End of Module -

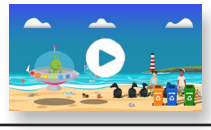
Intent (Module)	**Through 1decision**	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.
	Vision	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding. Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.
	Our Aims	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.
Implementation	**1decision resource**	**Our World - Year 1**
	Great teaching (Subject Title)	**Assessment Baseline**
	Builds on	**Early Learning Goals:** **Communication and Language** **Listening, Attention and Understanding ELG** Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking ELG** Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. **People Culture and Communities ELG** - Children at the expected level of development will: - Describe their immediate environment using knowledge from observation discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. CONT →

Implementation	Continued Builds on	The Natural World ELG Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
	Great learning (Objectives)	What is Earth? What grows on Earth? Developing a baseline of knowledge, key vocabulary and understanding of our planet.
	Breadth and balance	Science, Geography Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	Inspiring Context	• Colourful on-screen guide •Activity/assessment worksheets
	PSHE Ass. Links in Orange Covers Statutory Elements (Dfe)	(KS1) - H26, L4 This assessment does not link to the Dfe Statutory Elements
	Safeguarding	Understanding how we care for others.
Implementation	1decision resource	Our World - Year 1
	Great teaching (Subject Title)	Growing in Our World
	Builds on	Our World Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • understand the needs of a baby • be able to recognise what you can do for yourself now you are older • be able to describe the common features of family life • be able to recognise the ways in which your family is special and unique

	Breadth and balance	Art Science
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video animation documentary 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H21, H22, H23, H26, R1, R2, R3, R4, R23, L2, L4, L6** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them. • 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.
	Safeguarding	Looking after ourselves and others
Implementation	**1decision resource**	**Our World - Year 2**
	Great teaching (Subject Title)	**Living in Our World**
	Builds on	Our World Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • understand why we should look after living things • be able to identify how we can look after living things both inside and outside of the home • recognise why it is important to keep our communities and countryside clean • be able to encourage others to help keep their communities and countryside clean
	Breadth and balance	Science Careers Environment Module links - Word Bank (vocabulary) & further links within teacher guidance notes
	Inspiring Context	• Colourful on-screen guide • Activity/assessment worksheets • Video animation documentary 

Impact	**PSHE Ass. Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H29, R1, R2, R4, R21, L2, L3, L5, L16, L17** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • practical steps they can take in a range of different contexts to improve or support respectful relationship
	Safeguarding	Keeping safe at home, at school and in the community
Implementation	**1decision resource**	**Our World - Year 2**
	Great teaching (Subject Title)	**Working in Our World**
	Builds on	Our World Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • understand different ways we can receive money • know how to keep money safe • be able to describe the skills you may need in a future job or career • be able to recognise the differences between wants and needs
	Breadth and balance	Maths Geography History Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video animation documentary 
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS1) - R1, L5, L10, L11, L12, L13, L15, L16, L17** This topic does not link to the Dfe Statutory Elements
	Safeguarding	Safeguarding belongings.

1decision PSHE progression document – Years 1-3 - Our World

Implementation	**1decision resource**	**Our World - Year 3**
	Great teaching (Subject Title)	**Looking After Our World**
	Builds on	Our World Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should: • be able to explain the meaning of reduce, reuse, and recycle • recognise how we can help look after our planet • be able to identify how to reduce the amount of water and electricity we use • understand how we can reduce our carbon footprint
	Breadth and balance	Geography Science Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video animation documentary 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - R1, L2, L3, L5** **(KS2) - L4, L5, L7** This topic does not link to the Dfe Statutory Elements
	Safeguarding	Looks at safeguarding all living things.
Implementation	**1decision resource**	**Our World - Year 3**
	Great teaching (Subject Title)	**Assessment Summative**
	Builds on	Our World Baseline Assessment Growing in Our World Topic Living in Our World Topic Working in Our World Topic Looking After Our World Topic

	Great learning (Objectives)	Further develop an understanding of how we can look after our planet and all living things.
	Breadth and balance	Geography Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide •Activity/assessment worksheets
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS1) - R21, R22, L2, L3, L5** **(KS2) - L4, L5, L7** This assessment does not link to the Dfe Statutory Elements
	Safeguarding	Looks at safeguarding all living things.

- End of Module -

1decision PSHE progression document – Years 1- 3 - Hazard Watch

Intent (Module)	**Through 1decision**	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.
	Vision	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding. Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.
	Our Aims	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.
Implementation	**1decision resource**	**Hazard Watch - Years 1-3**
	Great teaching (Subject Title)	**Hazard Watch - A stand-alone unit which looks at keeping safe at home and in the community**
	Builds on	Stand alone unit which builds on The Keeping/Staying Safe, Keeping/Staying Healthy and Being Responsible modules.
	Great learning (Objectives)	By the end of the lesson, students should: • know what items are safe to play with and what items are unsafe to play with • be able to name potential dangers in different environments • know what food and drink items are safe or unsafe to eat or drink • be able to name dangers that can affect others, for example younger siblings
	Breadth and balance	What do I need to keep safe from? What may put me or others at risk? Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Two interactive games 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS1) - H28, H29, H30, H31, H32, H33, R1, R2, R17, R20** **(KS2) - H38, H39, H41, R26, R29** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that 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 • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • where to get advice e.g. family, school and/or other sources. • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
	Safeguarding	Keeping safe at home, at school and in the community

1decision PSHE progression document – Years 1 - 3 - Fire Safety (Special Module)

Intent (Module)	**Through 1decision**	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.
	Vision	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding. Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.
	Our Aims	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.
Implementation	**1decision resource**	**Fire Safety - Years 1 - 3**
	Great teaching (Subject Title)	**A stand-alone unit looking at the work of the fire service in the community**
	Builds on	Stand alone unit building on Keeping/Staying Safe and Being Responsible Modules
	Great learning (Objectives)	By the end of the module, students should: • understand the importance of being responsible and how our actions/choice can affect others • know what a 'hoax call' is and why it can be risky • understand why our emergency services are an important part of our community • be able to show my knowledge of fire safety to others • understand the importance of being responsible and how our actions/choices can affect others • be able to practise simple ways of staying safe and finding help • know that even small fires can be very dangerous • be able to identify the differences between safe and risky choices • understand how our actions and choices can affect others • be able to recognise how drivers can be distracted • know how to help others stay safe • be able to describe the differences between safe and risky choices
	Breadth and balance	Maths - time English - writing Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guides •Activity/assessment worksheets • Three videos with alternative endings • Fire Safety documentary
	PSHE Ass. **Links in Orange**	**(KS1) - H15, H16, H28, H29, H30, H32, H33, H35, H36, R17, R19, R20, R21, R22, L1, L5, L16** **(KS2) - H19, H37, H38, H39, H40, H41, H44, R28, R29, R30, R31, L1, L6** CONT →

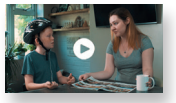
Impact	Continued **Covers Statutory Elements (Dfe)**	Pupils should know: • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • where to get advice e.g. family, school and/or other sources. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to make a clear and efficient call to emergency services if necessary.
	Safeguarding	Keeping safe at home, at school and in the community

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

- End of Module & 5-8 Portal -

Intent (Module)	**Through 1decision**	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.
	Vision	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding. Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.
	Our Aims	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.
Implementation	**1decision resource**	**Keeping/Staying Safe - Year 4**
	Great teaching (Subject Title)	**Assessment Baseline**
	Builds on	The Keeping/Staying Safe Module for Years 1 -3
	Great learning (Objectives)	How can we keep safe at home, at school and in the community?
	Breadth and balance	SMSC Debating skills Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - H37, H38, H39, H41, R24, R29, L5** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so.
	Safeguarding	Keeping safe at home, at school and in the community

1decision PSHE progression document – Years 4 - 6 - Keeping/Staying Safe

Implementation	**1decision resource**	**Keeping/Staying Safe - Year 4**
	Great teaching (Subject Title)	**Cycle Safety**
	Builds on	The Keeping/Staying SafeAssessment Baseline Keeping/Staying Safe Module for Years 1 -3
	Great learning (Objectives)	By the end of the lesson, students should be able to: • identify strategies we can use to keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident • identify what is a risky choice • create a set of rules for and identify ways of keeping safe
	Breadth and balance	SMSC Risk assessing Module links - Word Bank (vocabulary) & further links within teacher guidance notes Links to Bikeability training
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H3, H7, H35, H37, H38, H41, R6, R8, R30, L1, L4, L6, L7** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
	Safeguarding	Keeping safe at home, at school and in the community

Implementation	**1decision resource**	**Keeping/Staying Safe - Year 5**
	Great teaching (Subject Title)	**Peer Pressure**
	Builds on	The Keeping/Staying SafeAssessment Baseline Keeping/Staying Safe Module for Years 1 -3
	Great learning (Objectives)	By the end of the lesson, students should be able to: • identify strategies we can use to keep ourselves and others safe • recognise ways to manage peer pressure • explain the potential outcomes that may happen when we take risks • recognise the impact and possible consequences of an accident or incident
	Breadth and balance	SMSC Risk assessing Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H18, H19, H20, H24, H35, H37, H38, H39, H41, R10, R11, R15, R17, R18, R22, R28, R29, R34, L4** Pupils should know: • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. •what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. • 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.
	Safeguarding	Keeping safe at home, at school and in the community

Implementation	**1decision resource**	**Keeping/Staying Safe - Year 5**
	Great teaching (Subject Title)	**Adult and Children's Views**
	Builds on	The Keeping/Staying SafeAssessment Baseline Keeping/Staying Safe Module for Years 1 -3
	Great learning (Objectives)	Students can watch videos featuring a collection of views from adults and children, debate on the topic issues and share their own opinions.
	Breadth and balance	Links to Maths - bar charts Drama Art Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• A collection of teacher - led activites • Videos featuring a range of adults and children answering questions around Keeping/Staying Safe 
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H35, H37, H38, H39, H40, H41, H42, R6, R26, R29, R33, R34, L1** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to 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.
	Safeguarding	Keeping safe at home, at school and in the community

1decision PSHE progression document – Year 5- Keeping/Staying Safe

Implementation	**1decision resource**	**Keeping/Staying Safe - Year 6**
	Great teaching (Subject Title)	**Water Safety**
	Builds on	The Keeping/Staying Safe Assessment Baseline Keeping/Staying Safe Module for Years 1 -3
	Great learning (Objectives)	By the end of the lesson, students should be able to: • identify a range of danger signs • develop and name strategies that can help keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident
	Breadth and balance	SMSC Risk assessing Module links - Word Bank (vocabulary) & further links within teacher guidance notes https://www.rospa.com/leisure-safety/water/advice/signs/
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - H37, H38, H39, H41, R15, R18, R28, R29, L1** 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. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
	Safeguarding	Keeping safe at home, at school and in the community

1decision PSHE progression document – Years 4 - 6 - Keeping/Staying Safe

Implementation	**1decision resource**	**Keeping/Staying Safe - Year 6**
	Great teaching (Subject Title)	**Assessment Summative**
	Builds on	Keeping/Staying SafeAssessment Baseline Cycle Safety Topic Peer Pressure Topic Adult and Children Views Water Safety Topic
	Great learning (Objectives)	How can we keep safe at home, at school and in the community?
	Breadth and balance	SMSC Risk assessing Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - H35, H37, H38, H39, H40, H41, R15, R24, R26, R28, R29, L1** 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. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard,. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
	Safeguarding	Keeping safe at home, at school and in the community

Intent (Module)	**Through 1decision**	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.
	Vision	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding. Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.
	Our Aims	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.
Implementation	**1decision resource**	**Keeping/Staying Safe - Year 4**
	Great teaching (Subject Title)	**Assessment Baseline**
	Builds on	The Keeping/Staying Healthy Module for Years 1 -3
	Great learning (Objectives)	What is a healthy lifestyle choice? How can we make healthy lifestyle choices?
	Breadth and balance	Science - food Module links - Word Bank (vocabulary) & further links within teacher guidance notes https://www.nhs.uk/change4life
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H1, H2, H3, H4, H6, H7, H8, H9, H11, H15, H16, H21** Pupils should know: • that mental wellbeing is a normal part of daily life, in the same way as physical health. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • 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). • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. CONT →

	Continued **Covers Statutory Elements (Dfe**	• the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
	Safeguarding	Health and mental wellbeing
	1decision resource	**Keeping/Staying Safe - Year 4**
Implementation	**Great teaching (Subject Title)**	**Healthy Living**
	Builds on	The Keeping/Staying Healthy Assessment Baseline Keeping/Staying Healthy Module for Years 1 -3
	Great learning (Objectives)	By the end of the lesson, students should be able to: • explain what is meant by a balanced diet and plan a balanced meal • recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older • understand nutritional information on packaged food and explain what it means • describe different ways to maintain a healthy lifestyle
	Breadth and balance	Design and technology (food) Science - food Maths - measurements Module links - Word Bank (vocabulary) & further links within teacher guidance notes
	Inspiring Context	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
Impact	**PSHE Ass.** **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - H2, H3, H4, H5, H6, H7, H8, H9, H11, H13, H16, H21** Pupils should know: • that mental wellbeing is a normal part of daily life, in the same way as physical health. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • 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). • 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.

Impact	Continued **Covers Statutory Elements (Dfe)**	• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
	Safeguarding	Health and wellbeing
Implementation	**1decision resource**	**Keeping/Staying Safe - Year 5**
	Great teaching (Subject Title)	**Smoking**
	Builds on	The Keeping/Staying Healthy Assessment Baseline The Keeping/Staying Healthy Module for Years 1 -3
	Great learning (Objectives)	By the end of the lesson, students should be able to: • explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. • describe how smoking can affect your immediate and future health and wellbeing • give reasons why someone might start and continue to smoke • identify and use skills and strategies to resist any pressure to smoke
	Breadth and balance	Health and wellbeing Moudle links - Word Bank (vocabulary) & further links within teacher guidance notes
	Inspiring Context	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
Impact	**PSHE Ass.** Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H1, H3, H4, H37, H46, H47, H48, H49, H50, R11, R15, R18, R28, L1** Pupils should know: • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • 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. • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

	Safeguarding	Health and wellbeing
Implementation	**1decision resource**	**Keeping/Staying Safe - Year 5**
	Great teaching (Subject Title)	**Adult and Children's Views**
	Builds on	The Keeping/Staying Healthy Assessment Baseline Keeping/Staying Healthy Module for Years 1 -3
	Great learning (Objectives)	Students can watch videos featuring a collection of views from adults and children, debate on the topic issues and share their own opinions.
	Breadth and balance	Links to Maths - bar charts Drama Art Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• A collection of teacher - led activites • Videos featuring a range of adults and children answering questions around Keeping/Staying Healthy 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - H1, H2, H3, H4, H7, H8, H10, H12, H13, H14, H15, H16, H21, H46, R8, R14, R33, R34** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that mental wellbeing is a normal part of daily life, in the same way as physical health. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • 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. • the characteristics and mental and physical benefits of an active lifestyle. •the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • how and when to seek support including which adults to speak to in school if they are worried about their health. • the risks associated with an inactive lifestyle (including obesity). • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. their impact of alcohol on diet or health). • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
	Safeguarding	Health and wellbeing

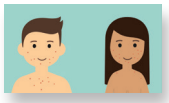
Implementation	**1decision resource**	**Keeping/Staying Healthy - Year 6**
	Great teaching (Subject Title)	**Alcohol (drug extension)**
	Builds on	The Keeping/Staying Healthy Assessment Baseline Keeping/Staying Healthy Module for Years 1 -3
	Great learning (Objectives)	By the end of the lesson, students should be able to: • identify what is a risky choice • identify the risks associated with alcohol • describe how alcohol can affect your immediate and future health • develop and recognise skills and strategies to keep safe Drug extension: • understand the difference between 'legal' and 'illegal' drugs • carry out research around cannabis • identify the risks associated with using cannabis
	Breadth and balance	Drug education English - writing Debating skills Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - H1, H4, H10, H37, H38, H46, H47, H48, H50, R9, R10, R15, R18, R28, R29, R34, L1** Pupils should know: • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
	Safeguarding	Health and wellbeing

Implementation	**1decision resource**	**Keeping/Staying Healthy - Year 6**
	Great teaching (Subject Title)	**Assessment Summative**
	Builds on	The Keeping/Staying Healthy Assessment Baseline Healthy Living Topic Smoking Topic Adult and Children's Views Alcohol (drug extension) Topic
	Great learning (Objectives)	How can we keep and stay healthy?
	Breadth and balance	Sun safety Mental health Drug education Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H1, H2, H3, H5, H10, H12, H14, H15, H16, H18, H21, H22, H37, H39, H40, H46, H47** Pupils should know: • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • how and when to seek support including which adults to speak to in school if they are worried about their health. • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. • 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.
	Safeguarding	Health and wellbeing

1decision PSHE progression document – Years 4 - 6 - Growing and Changing

Intent (Module)	**Through 1decision**	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.
	Vision	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding. Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.
	Our Aims	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.
Implementation	**1decision resource**	**Growing and Changing - Year 4**
	Great teaching (Subject Title)	**Assessment Baseline**
	Builds on	Relationships Module for Years 1 -3
	Great learning (Objectives)	Do we all grow and change in the same way and at the same rate?
	Breadth and balance	Science - Living and Growing Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H35** This assessment does not link to the Dfe Statutory Elements
	Safeguarding	Wellbeing

Implementation	**1decision resource**	**Growing and Changing - Year 4**
	Great teaching (Subject Title)	**Appropriate Touch/Relationships**
	Builds on	Growing and Changing Assessment Baseline/Relationships Module for Years 1 - 3
	Great learning (Objectives)	By the end of the lesson, students should be able to: • identify the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable
	Breadth and balance	United Nations Declaration of the Rights of a Child Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - H18, H19, H20, H21, H24, H25, H27, R1, R3, R4, R5, R6, R7, R8, R9, R16, R22, R24, R25, R27, R29, R32, L2, L6, L8** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • he characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

	Safeguarding	Protective behaviours
Implementation	**1decision resource**	**Growing and Changing - Year 5**
	Great teaching (Subject Title)	**Puberty**
	Builds on	Growing and Changing Assessment Baseline Relationships Module for Years 1 -3
	Great learning (Objectives)	By the end of the lesson, students should be able to: • explain what puberty means • describe the changes that boys and girls may go through during puberty • identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty
	Breadth and balance	Art Extension links Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Animated documentry - Puberty 
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H1, H17, H19, H24, H30, H31, H32, H34, R2** Pupils should know: • where to get advice e.g. family, school and/or other sources. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • 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). • how and when to seek support including which adults to speak to in school if they are worried about their health. • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.
	Safeguarding	Health and wellbeing Protective behaviours

1decision PSHE progression document – Years 4 - 6 - Growing and Changing

Implementation	**1decision resource**	**Growing and Changing - Year 5**
	Great teaching (Subject Title)	**Adult and Children's Views**
	Builds on	Growing and Changing Assessment Baseline Relationship Module for Years 1 -3
	Great learning (Objectives)	Students can watch videos featuring a collection of views from adults and children, debate on the topic issues and share their own opinions.
	Breadth and balance	Links to Maths - bar charts Drama Art Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• A collection of teacher - led activites • Videos featuring a range of adults and children answering questions around Growing and Changing 
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H19, H21, H24, R1, R6, R8, R10, R11, R14, R33, R34** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that 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.• • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • 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. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
	Safeguarding	Protective behaviours

Implementation	**1decision resource**	**Growing and Changing - Year 6**
	Great teaching (Subject Title)	**Conception**
	Builds on	Growing and Changing Assessment Baseline Relationships Module for Years 1 -3
	Great learning (Objectives)	By the end of the lesson, students should be able to: • explain the terms 'conception' and 'reproduction' • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explain various different stages of pregnancy • identify the laws around consent
	Breadth and balance	Science - conception in animals Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Animated documentry - Conception 
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H19, H30, H33, H34, R1, R2, R6, R7, R32, L8** Pupils should know: • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them. • 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. • about menstrual wellbeing including the key facts about the menstrual cycle.
	Safeguarding	Sex education/consent Protective behaviours

Implementation	**1decision resource**	**Growing and Changing - Year 6**
	Great teaching (Subject Title)	**Assessment Summative**
	Builds on	Growing and Changing Assessment Baseline Relationships/Appropriate Touch Topic Puberty Topic Adult and Children's Views Conception Topic
	Great learning (Objectives)	Children will understand how to safely and postivitly manage relationships now and in the future.
	Breadth and balance	Module links - Word Bank (vocabulary) & further links within teacher guidance notes/ Science - Living and Growing Please review the many links this module has to offer which you will find in the teachers notes. These include links to supporting resources which cover areas such as FGM and more.
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H17, H18, H19, H20, H24, H31, H32, H33, H34, R1, R18, R29, R31, L4** Pupils should know: • 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. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.
	Safeguarding	Protective behaviours

1decision PSHE progression document – Years 4 - 6 - Being Responsible

Intent (Module)	**Through 1decision**	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.
	Vision	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding. Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.
	Our Aims	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.
Implementation	**1decision resource**	**Being Responsible - Year 4**
	Great teaching (Subject Title)	**Assessment Baseline**
	Builds on	Being Responsible Module for Years 1 -3
	Great learning (Objectives)	How can we be responsible at home, at school, in the community? How can children and young people be irresponsible?
	Breadth and balance	SMSC Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - H27, H28, H35, H37, H38, H41, R30, R34, L1, L4, L5** • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships.
	Safeguarding	Keeping safe at home, at school, and in the community

Implementation	**1decision resource**	**Being Responsible - Year 4**
	Great teaching (Subject Title)	**Coming Home on Time**
	Builds on	Growing and Changing Assessment Baseline Relationships Module for Years 1 -3
	Great learning (Objectives)	By the end of the lesson, students should be able to: • recognise the importance of behaving in a responsible manner in a range of situations • describe a range of situations where being on time is important • explain the importance of having rules in the home • describe ways that behaviour can be seen to be sensible and responsible
	Breadth and balance	Maths - time SMSC Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H35, H37, R26, R30, R31, L1, L30** Pupils should know: • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
	Safeguarding	Keeping safe at home, at school, and in the community

Implementation	**1decision resource**	**Being Responsible - Year 5**
	Great teaching (Subject Title)	**Looking Out For Others**
	Builds on	Being Responsible Assessment Baseline Being Responsible Module for Years 1 -3
	Great learning (Objectives)	By the end of the lesson, students should be able to: • recognise why we should take action when someone is being unkind • describe caring and considerate behaviour, including the importance of looking out for others • demonstrate why it is important to behave in an appropriate and responsible way • identify how making some choices can impact others' lives in a negative way
	Breadth and balance	English - writing SMSC Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H16, H18, H20, H21, H24, R10, R11, R13, R14, R17, R18, R19, R20, R22, R25, R31, L4, L10** Pupils should know: • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. CONT →

Impact	Continued Builds on	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
	Safeguarding	Protective behaviours
Implementation	**1decision resource**	**Being Responsible - Year 5**
	Great teaching (Subject Title)	**Adult and Children's Views**
	Builds on	Being Responsible Assessment Baseline Being Responsible Module for Years 1 -3
	Great learning (Objectives)	Students can watch videos featuring a collection of views from adults and children, debate on the topic issues and share their own opinions.
	Breadth and balance	Links to Maths - bar charts Drama/Art SMSC Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• A collection of teacher - led activites • Videos featuring a range of adults and children answering questions around Being Responsible 
	Covers Statutory Elements (Dfe) **PSHE Ass.** **Links in Orange**	**(KS2) - H25, H27, H28, H35, H37, H39, R30, R33, R34, L3, L4, L5** 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners.
	Safeguarding	Being responsible and safe at home, at school, and in the communtity

1decision PSHE progression document – Years 4 - 6 - Being Responsible

Implementation	**1decision resource**	**Being Responsible - Year 6**
	Great teaching (Subject Title)	**Stealing**
	Builds on	Being Responsible Assessment Baseline Being Responsible Module for Years 1 -3
	Great learning (Objectives)	By the end of the lesson, students should be able to: • explain what consent means • recognise the importance of being honest and not stealing • explain why it is important to have a trusting relationship between friends and family • identify how making some choices can impact others' lives in a negative way
	Breadth and balance	Drama - extension SMSC Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H37, R11, R22, R26, R30, R31, L1** Pupils should know: • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • 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. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
	Safeguarding	Being responsible and safe at home, at school, and in the communtity

Implementation	**1decision resource**	**Being Responsible - Year 6**
	Great teaching (Subject Title)	**Assessment Summative**
	Builds on	Being Responsible Assessment Baseline Practice Makes Perfect Topic Stealing Topic Adult and Children's Views Looking Out for Others Topic
	Great learning (Objectives)	Why is it important to be considerate and maintain a positive reputation? Discuss skills and strategies learnt to support positive behaviour
	Breadth and balance	SMSC Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H28, H35, H37, H38, R11, R22, R24, R26, R30, R31, L1, L3, L4, L5** Pupils should know: • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
	Safeguarding	Being responsible and safe at home, at school, and in the community

- End of Module -

Extra Content	1decision resource	Extra content within the Feelings and Emotions Module
	Additional Content	Good mental health is important to all of us and our mindfulness videos have been specially created to support young children. These videos take children on a journey through a short mindfulness story and can be used throughout the school day within the setting or alternatively as an activity to be used in a sensory area for children requiring support with relaxing. **Please note: these mindfulness videos can be used at any point throughout the school day and do not have to be used alongside the topics.**





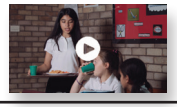




Intent (Module)		
	Through 1decision	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.
	Vision	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding. Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.
	Our aims	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.

Implementation	**1decision resource**	**Feelings and Emotions - Year 4**
	Great teaching (Subject Title)	**Assessment Baseline**
	Builds on	Feelings and Emotions Module for Years 1 -3
	Great learning (Objectives)	How many feelings and emotions do you know? How do feelings and emotions drive us to behave in different ways?
	Breadth and balance	Mental wellbeing Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H1, H2, H3, H4, H5, H7, H8, H14, H8, H14, H15, H16, H17, H18, H19, H20, H21, H22, H23, H24, R10, R11, R13, R30, L4** Pupils should know: • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
	Safeguarding	Mental wellbeing

1decision PSHE progression document – Years 4 - 6 - Being Responsible

Implementation	**1decision resource**	**Feelings and Emotions - Year 4**
	Great teaching (Subject Title)	**Jealousy**
	Builds on	Feelings and Emotions Assessment Baseline/ Feelings and Emotions Module for Years 1 -3
	Great learning (Objectives)	By the end of the lesson, students should be able to: • recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good • describe how we can support others who feel lonely, jealous, or upset • recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy
	Breadth and balance	Wellbeing/Mindfulness Drama/Art English - Writing Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	Covers Statutory Elements (Dfe) **PSHE Ass.** **Links in Orange**	**(KS2) - H17, H18, H19, H20, H24, H27, H28, H29, R10, R11, R13, R14, R16, R17, R20, R30, R33, L4, L25** Pupils should know: • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • 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).
	Safeguarding	Mental wellbeing

Implementation	**1decision resource**	**Feelings and Emotions - Year 5**
	Great teaching (Subject Title)	**Anger**
	Builds on	Feelings and Emotions Assessment Baseline Feelings and Emotions Module for Years 1 -3
	Great learning (Objectives)	By the end of the lesson, students should be able to: • recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant • explain how feelings can be communicated with or without words • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger
	Breadth and balance	Mental wellbeing Mindfulness Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H17, H19, H20, H24, H37, R25, R30, R33, R34** Pupils should know: • 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 • practical steps they can take in a range of different contexts to improve or support respectful relationships. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
	Safeguarding	Mental wellbeing

1decision PSHE progression document – Years 4 - 6 - Being Responsible

Implementation	**1decision resource**	**Feelings and Emotions - Year 5**
	Great teaching (Subject Title)	**Adult and Children's Views**
	Builds on	Feelings and Emotions Assessment Baseline Feelings and Emotions Module for Years 1 -3
	Great learning (Objectives)	Students can watch videos featuring a collection of views from adults and children, debate on the topic issues and share their own opinions.
	Breadth and balance	Mental wellbeing Links to Maths - bar charts Drama/Art SMSC Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• A collection of teacher - led activities • Videos featuring a range of adults and children answering questions around Being Responsible 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - H15, H17, H18, H19, H20, H24, R11, R13, R14, R33, R34, L4** Pupils should know: • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • 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).
	Safeguarding	Mental wellbeing

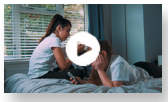
Implementation	**1decision resource**	**Feelings and Emotions - Year 6**
	Great teaching (Subject Title)	**Worry**
	Builds on	Feelings and Emotions Assessment Baseline Feelings and Emotions Module for Years 1 -3
	Great learning (Objectives)	By the end of the lesson, students should be able to: • recognise our thoughts, feelings, and emotions • identify how we can reduce our feeling of worry • explain how we can support others who feel worried • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people
	Breadth and balance	Mental wellbeing Drama Transition Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H15, H17, H18, H19, H20, H24, H36** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • 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).
	Safeguarding	Mental wellbeing

Implementation	**1decision resource**	**Feelings and Emotions - Year 6**
	Great teaching (Subject Title)	**Assessment Summative**
	Builds on	Feelings and Emotions Assessment Baseline Jealousy Topic Anger Topic Adult and Children's Views Worry Topic
	Great learning (Objectives)	Be able to recognise and positively manage thoughts, feelings and emotions.
	Breadth and balance	Mental wellbeing Links to Maths - bar charts Drama/Art SMSC Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H17, H18, H19, H20, H22, H23, H24, R13, R20** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that 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. • where to get advice e.g. family, school and/or other sources. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • 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).
	Safeguarding	Mental wellbeing

1decision PSHE progression document – Years 4 - 6 -Computer Safety

Intent (Module)	**Through 1decision**	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.
	Vision	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding. Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.
	Our Aims	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.
Implementation	**1decision resource**	**Computer Safety - Year 4**
	Great teaching (Subject Title)	**Assessment Baseline**
	Builds on	Computer Safety Module for Years 1 -3
	Great learning (Objectives)	What are the positives and negatvies of using computers and being online
	Breadth and balance	Computing Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**KS2) - H37, H42, R30, L11, L12, L13, L14, L16** • that people sometimes behave differently online, including by pretending to be someone they are not. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. • that for most people the internet is an integral part of life and has many benefits. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
	Safeguarding	Online Safety

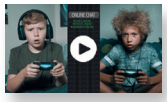
Implementation	**1decision resource**	**Computer Safety - Year 4**
	Great teaching (Subject Title)	**Online Bullying**
	Builds on	Computer Safety Baseline Assesment Computer Safety Years 1 - 3
	Great learning (Objectives)	By the end of the lesson, students should be able to: • recognise the key values that are important in positive online relationships • identify the feelings and emotions that may arise from online bullying • develop coping strategies to use if we or someone we know is being bullied online • identify how and who to ask for help
	Breadth and balance	Computing Drama Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - H18, H19, H20, H24, H42, R11, R13, R18, R19, R20, R22, R20, R31, L11** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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. • 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. • 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. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • how to report concerns or abuse, and the vocabulary and confidence needed to do so. CONT

Impact	Continued **Covers Statutory Elements (Dfe)**	• where to get advice e.g. family, school and/or other sources. • 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. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • 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. • 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. • where and how to report concerns and get support with issues online.
	Safeguarding	Online Safety
Implementation	**1decision resource**	**Computer Safety - Year 5**
	Great teaching (Subject Title)	**Image Sharing**
	Builds on	Computer Safety Assessment Baseline Computer Safety Module for Years 1 -3
	Great learning (Objectives)	By the end of the lesson, students should be able to: • list reasons for sharing images online • identify rules to follow when sharing images online • describe the positive and negative consequences of sharing images online • recognise possible influences and pressures to share images online
	Breadth and balance	Computer Writing SMSC Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. **Links in Orange**	**(KS2) - H18, H20, H37, H38, H42, R10, R15, R18, R22, R28, R31, L1, L15, L16**

Impact	Continued **Covers Statutory Elements (Dfe)**	Pupils should know: • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • where to get advice e.g. family, school and/or other sources. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • where and how to report concerns and get support with issues online.
	Safeguarding	Online Safety Anti-bullying
Implementation	**1decision resource**	**Computer Safety - Year 5**
	Great teaching (Subject Title)	**Adult and Children's Views - Year 5**
	Builds on	Computer Safety Assessment Baseline Computer Safety Module for Years 1 -3
	Great learning (Objectives)	Students can watch videos featuring a collection of views from adults and children, debate on the topic issues and share their own opinions.
	Breadth and balance	SMSC Computing Module links - Word Bank (vocabulary) & further links within teacher guidance notes
	Inspiring Context	• A collection of teacher - led activites • Videos featuring a range of adults and children answering questions around Computer Safety 
	PSHE Ass. **Links in Orange**	**(KS2) - H13, H37, H38, R12, R18, R20, R22, R23, R24, R29, R30, R33, R34, L1, L11, L15, L16**

Impact	Continued **Covers Statutory Elements (Dfe)**	Pupils should know: • 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. • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
	Safeguarding	Online Safety Anti-bullying
Implementation	**1decision resource**	**Computer Safety - Year 6**
	Great teaching (Subject Title)	**Making Friends Online**
	Builds on	Computer Safety Assessment Baseline Computer Safety Module for Years 1 -3

1decision PSHE progression document – Years 4 - 6 -Computer Safety

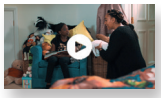
Implementation	**Great learning (Objectives)**	By the end of the lesson, students should be able to: • list the key applications that we may use now and in the future • know and understand why some applications have age restrictions • identify ways to keep yourself and others safe in a range of situations online and offline • recognise that people may not always be who they say they are online
	Breadth and balance	Computer English -writing Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - H35, H37, H38, H42, R1, R11, R12, R15, R18, R20, R22, R23, R24, R26, R28, R29, L1, L11** 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. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • that people sometimes behave differently online, including by pretending to be someone they are not. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. • 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. • where and how to report concerns and get support with issues online.
	Safeguarding	Online Safety Anti-bullying
	1decision resource	**Computer Safety - Year 6**
	Great teaching (Subject Title)	**Assessment Summative**

Implementation	**Builds on**	Computer Safety Assessment Baseline Online Bullying Topic Image Sharing Topic Adult and Children's Views Making Friends Online Topic
	Great learning (Objectives)	Know and understand the potential dangers of talking to people online Staying safe online Pupils design a range of ways to stay safe online. Revisit the initial assessment and highlight new learning.
	Breadth and balance	Computing Writing SMSC
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - H13, H35, H37, H42, R11, R12, R15, R18, R19, R20, R22, R23, R24, R26, R29, R30, R31, L1, L11, L12, L15** 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. • 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. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • where and how to report concerns and get support with issues online.
	Safeguarding	Online Safety/Anti-bullying

1decision PSHE progression document – Years 4 - 6 -The Working World

Intent (Module)	**Through 1decision**	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.
	Vision	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding. Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.
	Our Aims	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.
Implementation	**1decision resource**	**The Working World - Year 4**
	Great teaching (Subject Title)	**Assessment Baseline**
	Builds on	The Working in our World Topic for Year 2
	Great learning (Objectives)	Where does money come from to pay for all of the services that keep us healthy, safe and educated.
	Breadth and balance	You may consider a visit from an accountant or a careers day Computing Maths - money Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - L7, L17** This assessment does not link to the Dfe Statutory Elements
	Safeguarding	Life skills

Implementation	**1decision resource**	**The Working World - Year 4**
	Great teaching (Subject Title)	**Chores at Home**
	Builds on	The Working in our World Topic for Year 2 The Working World Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should be able to: • identify ways in which we can help those who look after us • explain the positive impact of our actions • describe the ways in which we can contribute to our home, school, and community • identify the skills we may need in our future job roles
	Breadth and balance	Computing Maths - money Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - H16, H27, H28, H35, R6, R8, R30, R31, L1, L4, L5, L6, L7, L25, L26, L27, L28, L29, L30, L31, L32** Pupils should know: • 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. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
	Safeguarding	Life skills
Implementation	**1decision resource**	**The Working World - Year 5**
	Great teaching (Subject Title)	**Enterprise**
	Builds on	The Working in our World Topic for Year 2 The Working World Baseline Assessment

Implementation	**Great learning (Objectives)**	By the end of the lesson, students should be able to: • understand and explain why people might want to save money • identify ways in which you can help out at home • budget for items you would like to buy • recognise ways to make money and the early stages of enterprise
	Breadth and balance	Links to Maths - bar charts Multi subject possibilities - event planning for an event Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - H20, R8, L17, L18, L20, L24** Pupils should know: • 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.
	Safeguarding	Life skills
Implementation	**1decision resource**	**The Working World - Year 5**
	Great teaching (Subject Title)	**Adult and Children's Views**
	Builds on	The Working in our World Topic for Year 2 The Working World Baseline Assessment
	Great learning (Objectives)	Students can watch videos featuring a collection of views from adults and children, debate on the topic issues and share their own opinions.
	Breadth and balance	Maths Module links - Word Bank (vocabulary) & further links within teacher guidance notes
	Inspiring Context	• A collection of teacher - led activities • Videos featuring a range of adults and children answering questions around The Working World 

1decision PSHE progression document – Years 4 - 6 -The Working World

Impact	**PSHE Ass. Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - R33, R34, L6, L7, L17, L18, L20, L26, L28, L31** This topic does not link to the Dfe Statutory Elements
	Safeguarding	Life skills
Implementation	**1decision resource**	**The Working World - Year 6**
	Great teaching (Subject Title)	**In - App Purchases**
	Builds on	The Working in our World Topic for Year 2 The Working World Baseline Assessment
	Great learning (Objectives)	By the end of the lesson, students should be able to: • know and understand various money-related terms • recognise some of the ways in which we can spend money via technology • describe the potential impact of spending money without permission • identify strategies to save money
	Breadth and balance	Drama Maths Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H4, H35, H37, R30, L1, L5, L13, L17, L18, L19, L21, L22, L23, L24** Pupils should know: • the importance of permission-seeking and giving in relationships with friends, peers and adults. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted.
	Safeguarding	Life skills

Implementation	**1decision resource**	**The Working World - Year 6**
	Great teaching (Subject Title)	**Assessment Summative**
	Builds on	The Working World Baseline Assessment Chores at Home Topic Enterprise Topic Adult and Children's Views In - App Purchases
	Great learning (Objectives)	What have we learnt about the working world?
	Breadth and balance	English - writing SMSC Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - H37, R6, R8, R26, R30, L4, L5, L6, L7, L17, L19** Pupils should know: • that families are important for children growing up because they can give love, security and stability. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
	Safeguarding	Life skills

- End of Module -

1decision PSHE progression document – Years 4 - 6 - A World Without Judgement

Intent (Module)	**Through 1decision**	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.
	Vision	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding. Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.
	Our Aims	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.
Implementation	**1decision resource**	**A World Without Judgement - Year 4**
	Great teaching (Subject Title)	**Assessment Baseline**
	Builds on	Relationships Module 5 - 8 Growing and Changing Module 8 - 11 Being Responsible Module 5 - 8 and 8 - 11
	Great learning (Objectives)	What does a world without judgement look like?
	Breadth and balance	SMSC RE Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - R7, R21, R31, R32, R33, R34, L4, L6, L8** 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. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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.
	Safeguarding	Anti-discrimination

Implementation	**1decision resource**	**A World Without Judgement - Year 4**
	Great teaching (Subject Title)	**Breaking Down Barriers**
	Builds on	Relationships Module 5 - 8 Growing and Changing Module 8 - 11 Being Responsible Module 5 - 8 and 8 - 11
	Great learning (Objectives)	By the end of the lesson, students should be able to: • recognise positive attributes in others • explain why being different is okay • recognise your own strengths and goals, and understand that these may be different from those around you • identify some of the ways we can overcome barriers and promote equality
	Breadth and balance	English - writing RE SMSC Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - H16, H25, H27, H28, R10, R11, R14, R5, R21, R31, R32, L4, L5, L6, L8, L10, L25** Pupils should know: • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
	Safeguarding	Anti-discrimination

Implementation	**1decision resource**	**A World Without Judgement - Year 5**
	Great teaching (Subject Title)	**Inclusion and Acceptance**
	Builds on	Relationships Module 5 - 8 Growing and Changing Module 8 - 11 Being Responsible Module 5 - 8 and 8 - 11
	Great learning (Objectives)	By the end of the lesson, students should be able to: •identify some of the ways in which we are different and unique • explain some of the elements which help us to have a diverse community • describe strategies to overcome barriers and promote diversity and inclusion
	Breadth and balance	English - writing RE SMSC Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - H19, H20, H24, H25, H26, H27, R2, R3, R6, R7, R8, R11, R13, R14, R15, R16, R17, R20, R21, R30, R31, R32, R33, R34, L2, L4, L6, L8, L10** Pupils should know: • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
	Safeguarding	Anti-discrimination

1decision PSHE progression document – Years 4 - 6 - A World Without Judgement

Implementation	**1decision resource**	**A World Without Judgement - Year 5**
	Great teaching (Subject Title)	**Adult and Children's Views**
	Builds on	A World Without Judgement Assessment Baseline
	Great learning (Objectives)	Students can watch videos featuring a collection of views from adults and children, debate on the topic issues and share their own opinions.
	Breadth and balance	English - writing RE SMSC Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• A collection of teacher - led activities • Videos featuring a range of adults and children answering questions around Being Responsible 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - H25, H27, R2, R6, R7, R11, R31, R33, R34, L4, L6, L7, L8 ,L10** 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. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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.
	Safeguarding	Anti-discrimination Anti-racism Protection from Extremism
Implementation	**1decision resource**	**A World Without Judgement - Year 6**
	Great teaching (Subject Title)	**British Values**
	Builds on	A World Without Judgement Assessment Baseline

1decision PSHE progression document – Years 4 - 6 - A World Without Judgement

Implementation	**Great learning (Objectives)**	By the end of the lesson, students should be able to: • understand that there are a wide range of religions and beliefs in the UK • explain each of the British values • create a range of values for your educational setting • explain how all religions can live in cohesion
	Breadth and balance	RE History English - writing for a purpose Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings 
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - H24, H25, H27, R1, R6, R7, R11, R21, R30, R31, R32, R33, R34, L1, L2, L3, L4, L6, L7, L8, L9, L10** 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. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
	Safeguarding	Anti-discrimination Anti-Racism Protection from Extremism
Implementation	**1decision resource**	**A World Without Judgement - Year 6**
	Great teaching (Subject Title)	**Assessment Summative**
	Builds on	A World Without Judgement Assessment Baseline Breaking Down Barriers Topic Inclusion and Acceptance Topic Adult and Children's Views British Values Topic

	Great learning (Objectives)	Equality is ... Diversity is ... Cohesion means to ... Students can design a perfect world.
	Breadth and balance	RE English - writing Module links - Word Bank (vocabulary) & further links within teacher guidance notes
Impact	**Inspiring Context**	• Colourful on-screen guide • Activity/assessment worksheets
	PSHE Ass. **Links in Orange** **Covers Statutory Elements (Dfe)**	**(KS2) - R7, R31, R32, L4, L6, L7, L8** 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. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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.
	Safeguarding	Anti-discrimination Anti-racism Protection from Extremism

- End of Module -

1decision PSHE progression document – Years 4 - 6 - First Aid

Intent (Module)	**Through 1decision**	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.
	Vision	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding. Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.
	Our Aims	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.
Implementation	**1decision resource**	**First Aid - Years 4-6**
	Great teaching (Subject Title)	**A stand-alone unit looking at the following:** Assessment Baseline First Aid - Year 4 (Asthma and Anaphylactic Shock) First Aid - Year 5 (Basic Life Support) First Aid - Year 6 (Part 1 - Head Injuries and Severe Bleeding) First Aid - Year 6 (Part 2 - Minor Burns & Scalds and Fractures) Assessment Summative
	Builds on	Stand alone unit building on Keeping/Staying Safe, Being Responsible, and Fire Safety Modules.
	Great learning (Objectives)	To gain a deeper understanding of basic first aid.
	Breadth and balance	Module links - Word Bank (vocabulary) English - writing Maths - time Art - storyboards
Impact	**Inspiring Context**	• Colourful on-screen guides • Activity/assessment worksheets • Two videos with alternative endings • Two documentaries
	PSHE Ass. Links in Orange **Covers Statutory Elements (Dfe)**	**(KS2) - H24, H38, H43, H44, R24, R29, L4** Pupils should know: • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. • where to get advice e.g. family, school and/or other sources. • 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)
	Safeguarding	Protective behaviours


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