Relationships, Sex and Health Education (RSHE) Policy

'Love your neighbour as yourself'

Parable of the Good Samaritan Luke 10:25-37

Be Ready
Be Respectful
Be Safe

POLICY CONTROL	
Responsible Person:	Nell Rawsthorne
Approved by Governors:	Autumn 2026
Review Date:	Autumn 2027

Our school policies are written with the objective of realising our vision:

As we journey together. we learn to live as good neighbours, demonstrating love, Compassion dignity and respect to all in our communities.

Through this we aspire to become global citizens, courageous advocates and people of wisdom and integrity.

We look towards the parable of the Good Samaritan as our guide.

A school where all **children** are **valued**, where they **feel safe**, are **happy** and **learn well**.

We want our school to have a warm friendly atmosphere, which supports families, builds relationships and sets children up for a life of learning. We want our Christian values to guide our pupils along the right path and help them to achieve fulfilling and happy lives.

OUR SCHOOL VALUES

Adderley and Moreton Say Church of England Primary Schools values:
Respect □ Thankfulness □ Justice □ Compassion □ Truthfulness □ Courage

1: Policy Overview and Statutory Context

At Addmore Federation, we recognise that high-quality Relationships, Sex and Health Education (RSHE) is essential to pupils' personal development, wellbeing, and safety. RSHE supports children to develop the knowledge, skills, and attitudes they need to form positive relationships, manage emotions, stay healthy, and make informed decisions as they grow.

This policy sets out the school's approach to RSHE in line with statutory guidance and reflects our commitment to safeguarding, inclusion, and promoting pupils' physical and mental wellbeing.

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents/carers and any interested parties were invited to read/feedback about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSHE
- Ratification – once amendments were made, the policy was shared with governors and ratified

This policy has been developed in accordance with:

- The Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE)
- Keeping Children Safe in Education
- The Equality Act 2010

In primary schools:

- Relationships Education is statutory
- Health and Wellbeing Education is statutory
- Sex Education is not statutory beyond the National Curriculum for Science

2: Definition and Scope of RSHE

RSHE is made up of three interrelated components.

Relationships Education (Statutory)

Relationships Education supports pupils to develop healthy, respectful relationships. This includes learning about:

- diverse family structures
- stable and caring relationships
- recognising when family relationships are unsafe

- friendship, loneliness and inclusion
- respect, kindness and managing conflict
- bullying and derogatory language
- boundaries and privacy
- recognising emotional, physical and sexual abuse
- knowing how and where to report concerns
- understanding that abuse is never the child's fault
- online safety and risks
- finical/scam risk online

Health Education (Statutory)

Health Education is the statutory terminology which includes and health and wellbeing. Health Education supports pupils to understand how to maintain their physical and mental wellbeing. This includes:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies
- Sleep
- Dental health
- Vaccination and immunisation
- Sun safety
- Germs and hygiene
- Healthy relationships with food.

There is no right of withdrawal from Health Education.

Sex Education (Non-Statutory)

Sex Education, where taught beyond the statutory science curriculum, is:

- Carefully planned and age-appropriate
- Delivered sensitively and inclusively
- Clearly communicated to parents and carers

Additional sex education does not include explicit teaching about sexual activity. Parents and carers have the right to withdraw their child from non-statutory sex education. This includes the non-statutory lesson covering the different ways that adults can have a child.

3: Curriculum Organisation and Delivery

RSHE is taught as part of the school's planned PSHE curriculum and is delivered regularly across the academic year. Lessons are taught by class teachers and are timetabled within the school week, ensuring consistent and age-appropriate coverage for all pupils.

RSHE is delivered using the 1decision programme, which:

- Meets statutory Relationships and Health Education requirements
- Provides a progressive, story-led curriculum
- Supports curriculum sequencing and progression
- Includes teacher guidance and assessment opportunities

RSHE is taught regularly and reinforced through cross-curricular links, including:

- Science (statutory elements)
- Computing (online safety)
- Assemblies and whole-school themes

Our curriculum positively represents the diversity of family structures experienced by pupils, including families with single parents, same-sex parents, grandparents, young carers, kinship carers, adoptive parents and foster carers. Teaching will promote respect for different family circumstances and ensure that no pupil is stigmatised because of their family background.

Relationships education will help pupils to understand respectful behaviours, personal boundaries, consent in age appropriate contexts, prejudice, sexual harassment and harmful behaviour. Teaching will emphasise that abuse, harassment and violence are never the fault of the person experiencing them.

Online safety and relationships will be taught in an age- and stage-appropriate manner, including how to recognise risks associated with online communication, social media, artificial intelligence and misleading or harmful online content. Pupils will develop the knowledge and skills to protect personal information, recognise unsafe or inappropriate behaviour, understand that material shared online may be difficult to remove, and know how and where to seek help. Content will be carefully sequenced to ensure that pupils are not exposed to material that is inappropriate for their age or stage of development.
Online safety topics include:

- fake social-media accounts
- AI-generated content
- exaggerated/idealised online profiles
- image sharing
- the permanence of material shared online
- deepfakes
- harmful online content
- misogynistic or violent online content
- online bullying and harassment
- coercive and controlling behaviour
- sextortion/scams
- critically considering emerging technology and AI chatbots.

For more information see curriculum map in appendix 1.

Teachers may adapt sequencing or revisit content in response to emerging pupil needs, such as safeguarding concerns or wellbeing issues.

The Federation uses 1decision as its principal RSHE curriculum programme. The school has mapped the programme against the statutory relationships and health education requirements and supplements or adapts the program where necessary to ensure to full

statutory coverage. Lessons are delivered by appropriately trained school staff. Where external agencies or providers are used to supplement the RSHE curriculum, the school will ensure that their content, resources and delivery are consistent with this policy and the statutory guidance. Details of any external provider and the content they deliver will be shared with parents.

Responding to Pupil Questions

Pupils may ask questions arising from RSHE lessons or from their own experiences. Teachers will respond sensitively, factually and in an age- and developmentally appropriate manner. Staff will not use a pupil's question as an opportunity to introduce content which is outside the planned curriculum.

Where a pupil asks a question about content which falls outside the school's planned Sex Education curriculum, staff will not provide inappropriate or unnecessary detail. Staff will explain that the topic is not part of the curriculum at that stage and, where appropriate, signpost the pupil to a trusted adult or provide an appropriate response at a later stage. Where a pupil has been withdrawn from non-statutory Sex Education, the school will ensure that the pupil receives appropriate and purposeful education during the period of withdrawal.

Any question or disclosure which raises a safeguarding concern will be managed in accordance with the school's Safeguarding and Child Protection Policy.

Appendix 1 – Curriculum Map

4: Inclusion, SEND and Equality

The school will ensure that RSHE promotes equality, respect and dignity and does not discriminate against pupils or amount to harassment. Teaching will reflect the requirements of the Equality Act 2010 and will be sensitive to pupils' family circumstances, religious beliefs, protected characteristics and individual needs.

Protected characteristics, include:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- marriage/civil partnership
- pregnancy and maternity
- age.

As part of Relationships Education, pupils will learn to respect differences between people and families, including different family structures. The school will promote equality, respect

and dignity and will ensure that teaching is consistent with the equality act 2010. Content will be appropriate to pupil's age and stage of development.

As a Church of England Federation, RSHE is taught within the context of our Christian vision and values, while ensuring that statutory requirements, the Equality Act 2010 and safeguarding responsibilities are fully met. Where a particular teaching point reflects a Christian or religious perspective, this will be made clear to pupils.

RSHE is taught in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, pupils feel:

- Safe and supported
- Able to engage with the key messages

Pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

For pupils with special educational needs or disabilities (SEND), RSHE is adapted to ensure accessibility by:

- Using clear and consistent language and visuals
- Breaking learning into smaller steps
- Providing additional scaffolding or repetition
- Considering pupils' emotional and developmental needs

The school recognises that some pupils with SEND may be particularly vulnerable to abuse, exploitation, harmful sexual behaviour, bullying and other risks. RSHE will therefore be adapted to ensure that these pupils develop the knowledge, language and confidence to recognise unsafe situations, establish appropriate boundaries and seek help.

5: Safeguarding and Safe Learning Environment

RSHE is delivered within a safe, supportive, and respectful learning environment where pupils feel able to participate and ask questions appropriately.

To support this:

- Ground rules are agreed with pupils at the start of RSHE lessons to promote respect, confidentiality, and appropriate discussion
- Pupils will be reminded that discussions should respect the privacy of others, but that staff cannot promise confidentiality where information indicates that a child may be at risk of harm or where a safeguarding concern arises.
- Correct and age-appropriate terminology is used sensitively by staff
- Teaching approaches such as distancing techniques are used where appropriate, allowing scenarios and examples to be discussed without personalising experiences

- Opportunities are provided for pupils to ask questions in a range of ways, including anonymous question boxes or written questions, to reduce pressure and support pupil confidence
- Personal disclosures are not encouraged during lessons, and pupils are reminded that sensitive concerns should be shared with a trusted adult
- Pupils are signposted to trusted adults and support systems within the school for further help or discussion

All RSHE teaching is underpinned by the school's safeguarding procedures. Any disclosures or concerns arising from RSHE lessons are handled in line with the Safeguarding and Child Protection Policy.

6: Roles, Responsibilities and Staff Training

Leadership and Governance

- The Headteacher has overall responsibility for RSHE provision
- The Governing Body approves this policy and monitors its implementation
- The PSHE/RSHE Lead oversees curriculum planning, progression, and staff support

Teaching and Support Staff

Staff delivering RSHE:

- Follow the agreed curriculum
- Create a safe and respectful learning environment
- Respond appropriately to pupil questions and disclosures

Staff Training

Staff involved in the delivery of RSHE receive appropriate training and ongoing support to ensure confidence, consistency, and safeguarding compliance. This includes induction support, access to guidance and resources, and updates linked to statutory changes or emerging pupil needs.

7: Parental Engagement and Communication

We value open and transparent communication with parents and carers and recognise the important role they play in supporting their child's RSHE learning. The school works in partnership with parents and carers to ensure RSHE is delivered in a clear, sensitive, and age-appropriate way.

The school will:

- inform parents and carers about the content and sequencing of the RSHE curriculum;
- provide a representative sample of curriculum resources;
- make all RSHE curriculum materials available to parents and carers on request. Where copyright restrictions apply, materials will be made available for viewing in a way which complies with copyright law. Copyright will not be used as a reason not to share resources.

- provide parents with information about any external providers and the resources they use;
- provide opportunities for parents and carers to discuss the curriculum and raise questions;
- consult parents when developing and reviewing the RSHE policy;
- provide parents with advance information where particularly sensitive Sex Education content is planned;
- respond to questions, feedback and concerns sensitively and appropriately.
- offer discussion with appropriate members of staff where further clarification or reassurance is needed

Parents and carers have the right to request withdrawal of their child from non-statutory sex education taught beyond the National Curriculum for science. There is no right of withdrawal from Relationships Education or Health Education. Any requests for withdrawal are managed sensitively, in line with statutory guidance, and in discussion with parents or carers to ensure the child's wellbeing and educational needs remain central. Where a pupil is withdrawn from non-statutory sex education, they will undertake appropriate, purposeful, supervised earning elsewhere in school and will not be left without suitable educational provision.

Appendix 2 – Parent/Carer Zone
Appendix 3 – Withdrawal letter

8: Monitoring, Evaluation and Review

RSHE is monitored and evaluated to ensure it remains effective, relevant, and responsive to pupils' needs. Monitoring focuses on the quality of provision, pupil understanding, and the impact of learning over time.

This includes:

- **Pupil voice**, gathered through discussion, reflection activities, and feedback, to understand pupils' experiences, confidence, and understanding of RSHE themes. Pupil voice is used to inform curriculum development and ensure learning reflects pupils' needs and lived experiences.
- **Assessment and progress tracking**, using age-appropriate, non-judgemental methods such as discussion outcomes, written reflections, and teacher observations. Assessment information is used to identify strengths, gaps in understanding, and areas requiring reinforcement.
- **Teacher reflection**, where staff review lesson delivery and pupil responses to inform future planning and adapt teaching where necessary.
- **Leadership monitoring**, including curriculum reviews, lesson visits where appropriate, and scrutiny of planning and assessment information to ensure consistency, progression, and statutory coverage across the school.

Monitoring and evaluation of RSHE takes place on a planned and regular basis and is led by the RSHE Lead, with oversight from senior leaders. Findings from monitoring activities are used to inform curriculum review, staff training, and future planning, ensuring continuous improvement.

Links to Other Policies

This policy should be read alongside the following:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Equality Policy
- SEND Policy
- Anti-Bullying Policy

This RSHE policy has been developed by the school's senior leadership team in consultation with the RSHE Lead and with reference to statutory guidance and safeguarding requirements. Where appropriate, the views of staff, parents and carers, and pupils have been considered to inform the content of the policy.

The policy is approved by the Governing Body and is reviewed annually, or sooner if statutory guidance or local circumstances change.

As part of the review process, the school will:

- review updates to statutory RSHE guidance and related safeguarding documentation
- consider feedback from pupils through pupil voice activities
- seek feedback from staff involved in the delivery of RSHE
- provide parents and carers with opportunities to view the policy and submit feedback, in line with consultation requirements
- make amendments where necessary to ensure the policy remains relevant, compliant, and responsive to pupils' needs
- Following review, any significant changes to the policy will be shared with parents and carers.

Date approved: _____

Review date: _____

Headteacher signature: _____

Chair of Governors signature: _____

Appendices

- Optional appendix 1: Curriculum Map
- Optional appendix 2: Parent/Carer Zone
- Optional appendix 3: Withdrawal letter

Appendix 1: Curriculum Map

1decision Knowledge and Skills Mapping - Keeping/Staying Safe Module for years 1-6

YR	Year Intent	Topic	Knowledge Gained & Skills Progression	Curriculum Links
Year 1	In Year 1, children build an early understanding of how to stay safe in everyday situations. They explore their existing ideas about safety across familiar environments such as home, school and the wider community, beginning to recognise situations that may involve risk and identify safe and unsafe choices. Children learn simple strategies that help keep themselves and others safe and understand how to ask a trusted adult for help. They also develop their understanding of road, passenger and pedestrian safety, including recognising safe places to cross and why these rules are important.	**What I Know Now**	• share their existing ideas about how to stay safe in different environments • begin to recognise situations that may involve risk • identify safe and unsafe choices in everyday scenarios • suggest simple strategies that can help keep themselves and others safe	RSHE DfE Links - Families and people who care for me; Being safe; Personal safety; Health protection and prevention
		Road Safety	• understand why it is important to stay safe when crossing the road • 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	RSHE DfE Links - Families and people who care for me; Being safe; Personal safety
Year 2	In Year 2, children deepen their understanding of personal safety and responsibility. Using everyday examples such as learning to tie shoelaces, they begin to recognise how simple actions can help prevent accidents and develop a broader awareness of risk. Pupils learn to identify situations that may be risky, understand the difference between safe and unsafe choices, and explore rules that help keep themselves and others safe. They also consider ways to stay safe in the community and identify trusted adults who can help when needed.	**Tying Shoelaces**	• 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	RSHE DfE Links - Families and people who care for me; Personal safety
		Staying Safe	• know ways to keep yourself and others safe • recognise risky situations • identify trusted adults around you • understand the differences between safe and risky choices	RSHE DfE Links - Families and people who care for me; Being safe; Personal safety
Year 3	In Year 3, children broaden their understanding of safety by exploring potential risks in familiar environments, particularly at home. They learn to recognise common warning signs, identify possible dangers, and understand the difference between safe and risky choices. Pupils develop their understanding of the importance of listening to trusted adults and following guidance that helps keep themselves and others safe. Through revisiting earlier learning, quizzes and activities, children consolidate their knowledge, strengthening their understanding before progressing to more complex safety topics.	**Leaning Out of Windows**	• recognise a range of warning signs • spot the dangers we may find at home • know the importance of listening to our trusted adults • understand ways we can keep ourselves and others safe at home • know the differences between safe and risky choices	RSHE DfE Links - Families and people who care for me; Personal safety; Basic first aid
		What I've Learnt	• confidently demonstrate how to keep themselves and others safe in different environments • recognise and respond appropriately to situations that may place themselves or others at risk • apply strategies to stay safe at home, at school and in the community • clearly explain the difference between safe and risky choices	RSHE DfE Links - Families and people who care for me; Personal safety; Being safe

1decision Knowledge and Skills Mapping - Keeping/Staying Safe Module for years 1-6

YR	Year Intent	Topic	Knowledge Gained & Skills Progression	Curriculum Links
Year 4	In Year 4, children re-establish what they already know about keeping safe before building on this through more complex learning. They revisit how to recognise risks and identify strategies that help keep themselves and others safe in a wider range of situations. Pupils explore the possible consequences of accidents or incidents and consider how their actions affect others. They also learn about cycle safety and the importance of listening to trusted adults.	**What I Know Now**	• share and reflect on their understanding of how to stay safe as they begin to explore more complex safety topics • recognise situations that may place themselves or others at risk • identify trusted people and support that can help them stay safe • suggest and explain safe actions in a range of everyday situations	RSHE DfE Links - Families and people who care for me; Being safe; Personal safety
		Cycle Safety	• 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	RSHE DfE Links - Families and people who care for me; Personal safety
Year 5	In Year 5, children further develop their understanding of how to keep themselves and others safe by exploring how choices, influences and peer pressure can affect decision making. They identify strategies that support safe behaviour and consider how to respond confidently when they feel pressured by others. Pupils explore the possible consequences of risky actions. Through discussion and activities, they reflect on the views of adults and children beyond the school setting to deepen their understanding.	**Peer Pressure**	• identify strategies we can use to keep ourselves and others safe • understand 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	RSHE DfE Links - Caring friendships; Being safe; Personal safety
		Adults' & Children's Views	• listen to and observe a range of views from adults and children about how to stay safe and ask for help • identify key ideas and strategies shared by others that help people manage risks and stay safe • reflect on and build their own understanding of safety using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about staying safe	RSHE DfE Links - Families and people who care for me; Being safe; Personal safety
Year 6	In Year 6, children consolidate and extend their understanding of how to keep themselves and others safe by recognising a wider range of risks and warning signs. They explore strategies that help prevent accidents and promote safe behaviour in different situations. Pupils consider the consequences of unsafe actions and develop the confidence to justify responsible choices. As they prepare for greater independence, they learn when to seek support and identify trusted people who can help maintain their safety and wellbeing.	**Water Safety**	• 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	RSHE DfE Links - Caring friendships; Being safe; Personal safety
		What I've Learnt	• confidently apply and justify strategies that help keep themselves and others safe in different environments • evaluate situations and respond responsibly when they or others may be at risk • clearly explain and justify the difference between safe and risky choices • take increasing responsibility for making safe decisions at home, at school and in the community	RSHE DfE Links - Being safe; Personal safety; Caring friendships; Families and people who care for me

1decision Knowledge and Skills Mapping - Keeping/Staying Healthy Module for years 1-6

YR	Year Intent	Topic	Knowledge Gained & Skills Progression	Curriculum Links
Year 1	In Year 1, children begin to develop an early understanding of how to stay healthy in everyday life. They explore their ideas about what helps keep their bodies and minds well, recognising healthy and less healthy choices at home, at school and in the community. Children learn simple habits that support good health, such as eating balanced foods, being active and keeping clean. They also learn how germs can spread and the importance of routines like washing hands.	**What I Know Now**	• share their existing ideas about what helps people stay healthy • begin to recognise choices that help keep their bodies healthy • identify healthy and less healthy choices in everyday situations • suggest simple habits that help keep themselves and others healthy	RSHE DfE Links - Families and people who care for me; General wellbeing; Physical health and fitness; Healthy eating; Health protection and prevention
		Washing Hands	• understand why it is important to wash our hands • explain how germs spread and how they affect our health • demonstrate correct handwashing technique • begin to identify healthy and unhealthy choices	RSHE DfE Links - Health protection and prevention
Year 2	In Year 2, children deepen their understanding of how everyday choices help keep their bodies healthy. They explore the importance of food for growth and wellbeing, recognising that some foods support good health more than others. Pupils learn to identify a range of healthy foods and how these choices support a balanced lifestyle. They also develop their understanding of personal hygiene, particularly the importance of brushing teeth and following simple routines to care for their teeth.	**Healthy Eating**	• know that different foods help our bodies to stay healthy and grow strong • understand why some foods are healthier than others • be able to explain ways to keep healthy • recognise and begin to make healthy choices	RSHE DfE Links - General wellbeing; Healthy eating; Physical health and fitness
		Brushing Teeth	• understand why it is important to brush our teeth • demonstrate how to brush our teeth properly • suggest ways to remember to brush teeth when we forget, are tired, or busy • recognise and begin to make healthy choices	RSHE DfE Links - General wellbeing; Health protection and prevention
Year 3	In Year 3, children broaden their understanding of how to stay healthy by learning about medicines and how they help when used safely. They explore simple safety rules, including when it is safe to take medicine and who they should accept it from. Pupils continue developing their understanding of healthy and less healthy choices and recognise habits that support wellbeing. Through discussion and activities, they consolidate their knowledge of routines that help keep their bodies healthy.	**Medicine**	• understand and explain simple safety rules about medicine • explain when it is safe to take medicine and why • know who it is safe to accept medicine from and why • recognise and make important healthy choices	RSHE DfE Links - Caring friendships; Being safe; Personal safety; Drugs, alcohol, tobacco, and vaping (legal, harmful substances)
		What I've Learnt	• confidently explain ways to help keep their bodies healthy • recognise and make healthy choices in everyday situations • apply simple routines that support good health, such as washing hands and brushing teeth • clearly explain the difference between healthy and less healthy choices	RSHE DfE Links - General wellbeing; Health protection and prevention; Physical health and fitness

1decision Knowledge and Skills Mapping - Keeping/Staying Healthy Module for years 1-6

YR	Year Intent	Topic	Knowledge Gained & Skills Progression	Curriculum Links
Year 4	In Year 4, children revisit and reflect on their understanding of how to keep their bodies healthy before exploring more complex aspects of health and wellbeing. They develop their knowledge of balanced diets, learning how different foods contribute to a healthy lifestyle and how too much sugar, salt and saturated fat can affect their bodies now and in the future. Pupils also begin to interpret nutritional information on food packaging and consider how everyday choices support long-term health and wellbeing.	**What I Know Now**	• share and reflect on their understanding of how to keep their bodies healthy as they begin to explore more complex health topics • recognise choices and behaviours that can affect their health and wellbeing • identify people and support who can help them stay healthy and make positive choices • suggest and explain healthy habits that support physical and personal wellbeing in everyday life	RSHE DfE Links - General wellbeing; Health protection and prevention; Physical health and fitness; Healthy eating
		Healthy Living	• 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	RSHE DfE Links - Healthy eating; Physical health and fitness; Health protection and prevention
Year 5	In Year 5, children further develop their understanding of how choices and influences affect health and wellbeing by exploring the risks associated with smoking and vaping. They learn about the physical, social and legal consequences and the addictive substances involved, and consider why some people may start or continue to smoke. Pupils also revisit a range of health topics, reflecting on the views of adults and children beyond the school setting to support healthy decision making.	**Smoking**	• 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	RSHE DfE Links - Drugs, alcohol, tobacco, and vaping; Caring friendships; Personal safety
		Adults & Children's Views	• listen to and observe a range of views from adults and children about ways to stay healthy and maintain wellbeing • identify key ideas and healthy habits shared by others that support physical and personal health • reflect on and build their understanding of healthy choices using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about maintaining a healthy lifestyle	RSHE DfE Links - General wellbeing; Healthy eating; Wellbeing online; Health protection and prevention; Personal safety; Drugs, alcohol, tobacco, and vaping
Year 6	In Year 6, children consolidate and extend their understanding of how to maintain a healthy lifestyle by exploring the risks associated with alcohol and drugs and how they can affect immediate and future health. They learn to recognise risky choices and evaluate how situations and influences may affect decision making. As they prepare for greater independence, pupils develop strategies to m ake responsible, healthy choices and reflect on how their actions can support their own wellbeing and that of others.	**Alcohol and Drugs**	• identify what is a risky choice • explain the risks associated with alcohol • describe how alcohol can affect your immediate and future health • develop and recognise skills and strategies to keep safe • understand the difference between 'legal' and 'illegal' drugs • identify the risks associated with using cannabis	RSHE DfE Links - Drugs, alcohol, tobacco, and vaping; Being safe; Personal safety
		What I've Learnt	• confidently apply and justify healthy choices that support their own health and wellbeing • evaluate situations and influences that may affect their health and respond responsibly • clearly explain and justify the difference between healthy and unhealthy choices • take increasing responsibility for maintaining healthy habits and supporting the wellbeing of themselves and others	RSHE DfE Links - General wellbeing; Personal safety; Health protection and prevention; Being safe; Healthy eating

1decision Knowledge and Skills Mapping - Relationships Module for years 1-3

YR	Year Intent	Topic	Knowledge Gained & Skills Progression	Curriculum Links
Year 1	In Year 1, children begin to develop an early understanding of positive relationships in everyday life. They explore their ideas about how people show care, kindness and respect at home and at school. Children begin to recognise behaviours that help build positive relationships and those that may upset others. They learn simple ways to treat others kindly and begin to understand how trusted adults can help when they need support with friendships or feelings.	**What I Know Now**	• share their existing ideas about how people can treat others kindly and respectfully • begin to recognise behaviours that help build positive relationships • identify kind and unkind behaviours in everyday situations • suggest simple ways they can show kindness and respect to others	RSHE DfE Links - Families and people who care for me; Caring friendships; Respectful, kind relationships
		Friendship	• explain how to be a good friend • 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	RSHE DfE Links - Caring friendships; Respectful, kind relationships; Being safe
Year 2	In Year 2, children deepen their understanding of positive relationships by exploring emotions and how they influence the way people treat one another. They learn to recognise and name a range of feelings and understand that emotions can be expressed through words and actions. Pupils develop empathy by considering situations from another person's point of view and why it is important to care about others' feelings. They also begin to recognise bullying behaviours and explore ways to respond and seek help.	**Bullying**	• 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	RSHE DfE Links - Caring friendships; Respectful, kind relationships; Being safe; General wellbeing
		Body Language	• 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 • explain why it is important to care about other people's feelings	RSHE DfE Links - General wellbeing; Caring friendships; Respectful, kind relationships
Year 3	In Year 3, children broaden their understanding of positive relationships by exploring respect, personal boundaries and how their actions affect others. They learn the importance of caring about other people's feelings and how empathy supports healthy relationships. Pupils develop their understanding of appropriate and inappropriate touch, personal boundaries and body autonomy. They also learn the correct names for body parts and understand who they can ask for help if they feel worried or uncomfortable.	**Touch**	• recognise 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 • name human body parts	RSHE DfE Links - Developing bodies; Caring friendships; Being safe; Respectful, kind relationships; Families and people who care for me
		What I've Learnt	• confidently demonstrate behaviours that help build positive and respectful relationships with others • recognise and respond appropriately to behaviours that may hurt or upset others • apply strategies to maintain positive relationships at home, at school and in the wider community • clearly explain the difference between kind, respectful and unkind behaviours	RSHE DfE Links - Respectful, kind relationships; Families and people who care for me; Caring friendships; Being safe; General wellbeing; Developing bodies;

1decision Knowledge and Skills Mapping - Growing and Changing Module for years 4-6

YR	Year Intent	Topic	Knowledge Gained & Skills Progression	Curriculum Links
Year 4	In Year 4, children re-establish what they already know about positive relationships before building on this through more complex learning. They revisit behaviours that support healthy relationships and begin to understand how relationships can change as people grow. Pupils explore different types of relationships, including families, and consider how people support one another. They also develop their understanding of healthy and unhealthy relationships and learn how to ask for help from trusted people.	**What I Know Now**	• share and reflect on their understanding of positive relationships as they begin to explore more complex relationship topics • recognise behaviours and situations that may affect relationships or cause others to feel upset • identify trusted people and support who can help them manage relationship difficulties or worries • suggest and explain ways to show respect, kindness and consideration in everyday relationships	RSHE DfE Links - Developing bodies; Respectful, kind relationships; Being safe; Families and people who care for me
		Relationships	• recognise 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	RSHE DfE Links - Families and people who care for me; Caring friendships; Respectful, kind relationships; General wellbeing; Being safe;
Year 5	In Year 5, children further develop their understanding of relationships by exploring the changes that occur during puberty and how these can affect their bodies, emotions and interactions with others. They learn about the importance of respect, privacy and personal boundaries as they grow. Pupils also revisit a range of relationship topics, reflecting on the views of adults and children beyond the school setting through discussion and activities about respectful and healthy relationships.	**Puberty**	• 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	RSHE DfE Links - Developing bodies; Families and people who care for me
		Adults' & Children's Views	• listen to and observe a range of views from adults and children about positive relationships and how to seek support when needed • identify key ideas and strategies shared by others that help people build and maintain healthy relationships • reflect on and build their own understanding of relationships using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about respectful and healthy relationships	RSHE DfE Links - Caring friendships; Respectful, kind relationships; Families and people who care for me; General wellbeing;
Year 6	In Year 6, children consolidate and extend their understanding of respectful and healthy relationships as they prepare for greater independence. They explore how relationships may change as people grow and recognise behaviours that support positive interactions. Pupils evaluate situations that may affect relationships and develop strategies to respond responsibly and seek support when needed. Where schools choose to deliver sex education, pupils will also learn about human reproduction and how conception occurs.	**Conception**	• 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 • explore various different stages of pregnancy • understand the laws around consent	RSHE DfE Links - Developing bodies; Non-statutory Sex Education
		What I've Learnt	• confidently demonstrate and justify behaviours that support positive, respectful and healthy relationships • evaluate situations and respond responsibly when relationships or interactions may cause upset, discomfort or harm • clearly explain and justify the difference between healthy and unhealthy relationship behaviours • take increasing responsibility for maintaining respectful relationships and supporting the wellbeing of themselves and others	RSHE DfE Links - Developing bodies; Caring friendships; Respectful, kind relationships

1decision Knowledge and Skills Mapping - Being Responsible Module for years 1-6

YR	Year Intent	Topic	Knowledge Gained & Skills Progression	Curriculum Links
Year 1	In Year 1, children begin to develop an early understanding of what it means to be responsible in everyday situations. They explore what they can do for themselves and how they can help others at home and at school. Children begin to recognise the things they are responsible for and learn simple ways to prevent accidents, such as dealing with spillages safely. They also learn the difference between responsible and irresponsible behaviour.	**What I Know Now**	• share their existing ideas about what they can do for themselves and what they are responsible for • begin to recognise responsibilities they have at home and at school • identify ways their responsibilities may change as they grow and become more independent • suggest who can help and support them when they need guidance or assistance	RSHE DfE Links - General wellbeing; Families and people who care for me
		Water Spillage	• explain 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 • recognise the differences between being responsible and being irresponsible	RSHE DfE Links - Personal safety; Respectful, kind relationships; Families and people who care for me; Basic first aid; Caring friendships
Year 2	In Year 2, children deepen their understanding of what it means to be responsible for their actions and attitudes. They explore how effort and perseverance can help them improve in activities and learn the importance of trying their best and setting simple goals. Pupils consider how responsible behaviour affects others, recognising kind and thoughtful actions. They also develop their understanding of responsible and irresponsible choices and how to stay safe in their community.	**Practice Makes Perfect**	• name ways you can improve in an activity or sport • understand the importance of trying hard and not giving up • recognise the benefits of practising an activity or sport • learn how to set goals and work to reach them	RSHE DfE Links - Caring friendships; General wellbeing; Respectful, kind relationships Wider PSHE Links - Careers education: aspirations, learning and work
		Helping Someone in Need	• know how you can help other people • recognise kind and thoughtful behaviours and actions • understand the risks of talking to people you don't know very well in the community • identify the differences between being responsible and being irresponsible	RSHE DfE Links - Respectful, kind relationships; Caring friendships; Being safe; Personal safety
Year 3	In Year 3, children broaden their understanding of responsibility by exploring why stealing is wrong and how it differs from borrowing. They learn how actions such as taking something that does not belong to them can affect others and begin to understand how people may feel if their belongings are not returned. Pupils develop their understanding of responsible and irresponsible behaviour and consider how their choices affect others before progressing to more complex learning about responsibility.	**Stealing**	• understand the differences between borrowing and stealing • describe how you might feel if something of yours is borrowed and not returned • know why it is wrong to steal • explain the differences between being responsible and irresponsible	RSHE DfE Links - Respectful, kind relationships; Being safe; Caring friendships;
		What I've Learnt	• confidently demonstrate responsible behaviours that support themselves and others in different environments • recognise and respond appropriately to situations where responsible choices are needed • apply strategies to show responsibility at home, at school and in the wider community • clearly explain the difference between responsible and irresponsible choices	RSHE DfE Links - Respectful, kind relationships; Caring friendships;

1decision Knowledge and Skills Mapping - Being Responsible Module for years 1-6

YR	Year Intent	Topic	Knowledge Gained & Skills Progression	Curriculum Links
Year 4	In Year 4, children re-establish what they already know about being responsible before building on this through more complex learning. They revisit how responsible choices can affect themselves and others and recognise the importance of behaving responsibly in different situations. Pupils explore why rules are important at home and in the wider community and consider when being organised and on time matters. Through discussion and activities, they develop their understanding of sensible and responsible behaviour.	**What I Know Now**	• share and reflect on their understanding of what it means to be responsible as they begin to explore more complex aspects of responsibility • recognise situations where responsible choices and actions are needed and consider the positive impact these actions can have • identify people and support who can help guide them in making responsible decisions • suggest and explain ways they can act responsibly in a range of everyday situations and how these actions can benefit others	RSHE DfE Links - Respectful, kind relationships
		Coming Home on Time	• 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	RSHE DfE Links - Respectful, kind relationships; Families and people who care for me
Year 5	In Year 5, children further develop their understanding of what it means to act responsibly towards others by exploring how their choices and behaviours can affect the people around them. They learn to recognise when someone is being treated unkindly and consider why it is important to show care and take action. Through discussion and shared activities, pupils reflect on the views of adults and children beyond the school setting to build on their understanding of responsible behaviour and positive relationships.	**Looking Out for Others**	• 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	RSHE DfE Links - Respectful, kind relationships; Caring friendships; General wellbeing; Being safe
		Adults' & Children's Views	• listen to and observe a range of views from adults and children about what it means to act responsibly in different situations • identify key ideas and strategies shared by others that help people make responsible choices and support those around them • reflect on and build their own understanding of responsibility using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about acting responsibly and supporting others	RSHE DfE Links - Families and people who care for me; Respectful, kind relationships; Caring friendships
Year 6	In Year 6, children consolidate and extend their understanding of what it means to act responsibly towards themselves and others. They revisit concepts such as consent, honesty and trust, recognising how these support positive relationships. Pupils consider how their choices and behaviours can impact others, including the consequences of irresponsible actions. They develop the confidence to evaluate situations, justify responsible decisions and take increasing responsibility for their actions as they prepare for greater independence.	**Stealing**	• explain what consent means • recognise the importance of being honest and not stealing • understand 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	RSHE DfE Links - Respectful, kind relationships; Being safe; Families and people who care for me
		What I've Learnt	• confidently demonstrate and justify responsible behaviours that support themselves and others in different environments • evaluate situations and respond appropriately when responsible choices are needed • clearly explain and justify the difference between responsible and irresponsible choices • take increasing responsibility for their actions and decisions at home, at school and in the community	RSHE DfE Links - Developing bodies; Caring friendships; Respectful, kind relationships

1decision Knowledge and Skills Mapping - Feelings and Emotions Module for years 1-6

YR	Year Intent	Topic	Knowledge Gained & Skills Progression	Curriculum Links
Year 1	In Year 1, children begin to develop an early understanding of feelings in everyday situations. They share their ideas about different emotions and recognise how feelings can affect their bodies and behaviour. Children learn to name a range of feelings and understand the difference between pleasant and unpleasant ones. They explore simple ways to express their feelings through words and actions and learn basic strategies to help manage uncomfortable emotions.	**What I Know Now**	• share their existing ideas about different feelings and emotions they may experience • begin to recognise situations that may cause different feelings • identify a range of feelings in everyday situations • suggest simple ways they and others can express and manage their emotions	RSHE DfE Links - General wellbeing
		Jealousy	• identify and name difficult feelings, such as jealousy, and describe some physical signs they may notice • know that these feelings are normal and begin to recognise helpful and unhelpful ways of showing them • learn and practise simple strategies to manage difficult feelings in positive ways • recognise that feelings can be shown through words, actions and body language	RSHE DfE Links - General wellbeing; Caring friendships; Respectful, kind relationships Wider PSHE Links - Careers education: aspirations, learning and work
Year 2	In Year 2, children deepen their understanding of feelings and emotions by learning how emotions such as anger and worry can affect their thoughts, behaviour and bodies. They learn to recognise and name these emotions and identify situations that may cause them. Pupils explore ways feelings can be communicated through words, actions and body language. Through discussion and activities, children practise simple strategies to manage uncomfortable emotions and express their feelings in positive ways.	**Worry**	• identify and name feelings of worry and describe some physical signs they may experience • understand that worry is a normal emotion and identify situations that may cause someone to feel worried • learn and practise strategies to manage feelings of worry in positive ways • explain that feelings of worry can be communicated through words, actions and body language	RSHE DfE Links - General wellbeing; Families and people who care for me; Caring friendships
		Anger	• identify and name feelings of anger and describe some physical signs they may experience • understand that anger is a normal emotion and distinguish between helpful and unhelpful ways of expressing it • learn and practise strategies to manage feelings of anger in positive ways • explain that anger can be communicated through words, actions and body language	RSHE DfE Links - General wellbeing; Being safe; Respectful, kind relationships; Families and people who care for me
Year 3	In Year 3, children broaden their understanding of feelings and emotions by learning about grief and loss in an age-appropriate way. They explore how experiences of loss can affect how people feel, think and behave, and recognise the emotional and physical responses that may occur. Pupils build on their understanding of pleasant and unpleasant emotions and consider situations that may cause different feelings. Through discussion and activities, they practise strategies to manage and express emotions in positive ways.	**Grief**	• identify and name feelings linked to loss and grief and describe some physical signs of sadness or upset • understand that grief is a natural response to loss and identify situations that may cause these feelings • learn and practise strategies to cope with feelings related to loss and grief in healthy ways • explain that feelings of loss and grief can be communicated through words, actions and body language	RSHE DfE Links - General wellbeing; Respectful, kind relationships; Families and people who care for me
		What I've Learnt	• confidently recognise and describe a range of emotions and how they may affect thoughts, behaviour and physical feelings • recognise and respond appropriately to situations that may cause different emotions for themselves or others • apply strategies to help manage and express their feelings in positive ways at home and at school • clearly explain the difference between pleasant and unpleasant emotions and how they can be managed	RSHE DfE Links - General wellbeing; Physical health and fitness

1decision Knowledge and Skills Mapping - Feelings and Emotions Module for years 1-6

YR	Year Intent	Topic	Knowledge Gained & Skills Progression	Curriculum Links
Year 4	In Year 4, children re-establish what they already know about feelings and emotions before building on this through more complex learning. They revisit how different situations can cause a range of emotions and identify strategies to help manage and express their feelings in positive ways. Pupils explore more challenging emotions and recognise the physical and emotional responses these feelings may bring. Through discussion and activities, they consider how their responses can affect themselves and others.	**What I Know Now**	• share and reflect on their understanding of feelings and emotions as they begin to explore more complex emotional experiences • recognise situations that may cause different emotions for themselves or others • identify people and support who can help them manage difficult or uncomfortable emotions • suggest and explain strategies that can help them express and manage their feelings in positive ways	RSHE DfE Links - General wellbeing; Physical health and fitness; Health protection and prevention
		Jealousy	• identify and name difficult emotions, such as jealousy, and describe some physical signs they may experience • understand that difficult emotions are a normal part of life and distinguish between helpful and unhelpful ways of expressing them • learn and practise strategies to manage challenging emotions in positive ways • explain that emotions can be communicated through words, actions and body language	RSHE DfE Links - General wellbeing; Caring friendships; Respectful, kind relationships Wider PSHE Links - Careers education: aspirations, learning and work
Year 5	In Year 5, children further develop their understanding of feelings and emotions by exploring how anger can be triggered and how it may affect thoughts, behaviour and physical reactions. They consider how anger can influence actions and relationships and learn to evaluate helpful and unhelpful responses. Pupils practise strategies that support positive ways of managing strong emotions. Through discussion and activities, they reflect on the views of adults and children beyond the school setting to build their understanding.	**Anger**	• recognise triggers that may lead to feelings of anger and describe how anger can affect thoughts, behaviour and physical reactions • explain how anger can influence actions and relationships and evaluate helpful and unhelpful ways of responding • apply a range of strategies to manage feelings of anger in positive and responsible ways • reflect on how anger can be communicated and managed through words, actions and self-control	RSHE DfE Links - General wellbeing; Respectful, kind relationships; Caring friendships; Being safe
		Adults' & Children's Views	• listen to and observe a range of views from adults and children about managing feelings and emotions in different situations • identify key ideas and strategies shared by others that help people understand and manage their emotions • reflect on and build their own understanding of emotions using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about feelings and emotions	RSHE DfE Links - General wellbeing; Respectful, kind relationships; Families and people who care for me; Caring friendships; Being safe
Year 6	In Year 6, children consolidate and extend their understanding of feelings and emotions as they prepare for new experiences and greater independence. They explore how emotions such as worry may arise during times of change, including the transition to secondary school, and how these feelings can affect thoughts and behaviour. Pupils develop strategies to manage emotions in positive ways. They also reflect on communicating worries, seeking support from trusted people and taking responsibility for their emotional wellbeing.	**Worry**	• recognise situations that may cause feelings of worry, including changes and new experiences such as moving to secondary school • explain how worry can affect thoughts, behaviour and physical responses and why it is a normal emotion during times of change • apply a range of strategies to manage feelings of worry in positive and responsible ways during challenging or unfamiliar situations • reflect on ways to communicate worries and seek support from trusted people when preparing for new experiences such as secondary school	RSHE DfE Links - General wellbeing; Families and people who care for me; Caring friendships; Respectful, kind relationships
		What I've Learnt	• confidently apply and justify strategies that help them manage and express their emotions in positive and responsible ways • evaluate situations and respond appropriately when emotions may affect their behaviour or relationships • clearly explain and justify the difference between helpful and unhelpful ways of expressing emotions • take increasing responsibility for managing their feelings and supporting the emotional wellbeing of themselves and others	RSHE DfE Links - Developing bodies; Caring friendships; Respectful, kind relationships

1decision Knowledge and Skills Mapping - Computer & Online Safety Module for years 1-6

YR	Year Intent	Topic	Knowledge Gained & Skills Progression	Curriculum Links
Year 1	In Year 1, children begin to develop an early understanding of technology and how it forms part of everyday life. They explore their ideas about devices such as computers and tablets and consider how technology can be used in helpful ways. Pupils learn that the same kindness and respect shown in real life should also apply when using technology. They also begin to understand who they can ask for help if something worries them.	**What I Know Now**	• share their ideas about using computers and the internet • begin to recognise when something online may not be safe • identify safe and unsafe choices when using technology • suggest ways to stay safe online and ask an adult for help	RSHE DfE Links - Online safety and awareness; Wellbeing online
		Online Bullying	• understand how your online actions can affect others • identify the positives and negatives of using technology • know who and how to ask for help • recognise kind and unkind comments	RSHE DfE Links - Online safety and awareness; Wellbeing online; Being safe; Respectful, kind relationships; Caring friendships; General wellbeing
Year 2	In Year 2, children deepen their understanding of technology and how it can be used safely and responsibly. They explore the positives and negatives of using technology and begin to recognise how what they do when using devices can affect others. Pupils learn simple rules that help keep themselves and others safe and consider why these rules are important. They also develop their understanding of who they can ask for help if something online or on a device worries them.	**Image Sharing**	• identify the positives and negatives of using technology • know who and how to ask for help • list rules for keeping and staying safe • understand how your online activity can affect others	RSHE DfE Links - Online safety and awareness; Wellbeing online; Being safe; Respectful, kind relationships; Caring friendships
		Computer Safety Documentary	• recognise that we should not share personal information online • understand that we should be kind and respectful when using technology • identify when it is important to ask a trusted adult before downloading apps or sharing images • explain that people online may not always be who they say they are	RSHE DfE Links - Online safety and awareness; Wellbeing online; Respectful, kind relationships; Being safe; General wellbeing; Personal safety
Year 3	In Year 3, children broaden their understanding of how to stay safe when using technology by exploring potential risks that can arise when communicating online. They learn to recognise possible dangers, including the risks of talking to strangers in online spaces, and consider the consequences of unsafe choices. Pupils also explore the positives and negatives of using technology and develop their understanding of safe and risky behaviour online before progressing to more complex online safety topics.	**Making Friends Online**	• identify possible dangers and consequences of talking to strangers online • know how to keep safe in online chatrooms • name the positives and negatives of using technology • understand the difference between safe and risky choices online	RSHE DfE Links - Online safety and awareness; Wellbeing online; Personal safety; Being safe; Caring friendships
		What I've Learnt	• confidently demonstrate how to use technology safely and responsibly in different environments • recognise and respond appropriately to situations that may make themselves or others feel unsafe when using technology • apply strategies to stay safe when using devices at home and at school • clearly explain the difference between safe and unsafe choices when using technology	RSHE DfE Links - Online safety and awareness; Wellbeing online; Respectful, kind relationships; Being safe; Caring friendships

1decision Knowledge and Skills Mapping - Computer & Online Safety Module for years 1-6

YR	Year Intent	Topic	Knowledge Gained & Skills Progression	Curriculum Links
Year 4	In Year 4, children re-establish what they already know about staying safe when using technology before building on this through more complex learning. They revisit how to recognise situations that may place themselves or others at risk online and identify strategies that support safe and respectful behaviour. Pupils explore positive values in online relationships and consider the feelings that may arise from online bullying. They also learn coping strategies and who they can ask for help.	**What I Know Now**	• share and reflect on their understanding of how to stay safe when using technology as they begin to explore more complex online safety topics • recognise situations that may place themselves or others at risk when using technology or communicating online • identify trusted people and support who can help them if something online or on a device worries them • suggest and explain safe actions that help them use technology responsibly in everyday situations	RSHE DfE Links - Online safety and awareness; Wellbeing online; Respectful, kind relationships; General wellbeing
		Online Bullying	• recognise the key values that are important in positive online relationships • explain 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	RSHE DfE Links - Online safety and awareness; Wellbeing online; Respectful, kind relationships; General wellbeing; Caring friendships; Being safe;
Year 5	In Year 5, children further develop their understanding of how to use technology safely and responsibly by exploring how choices, influences and peer pressure can affect decision making online. They learn why people may share images online and identify rules that help keep themselves and others safe. Pupils consider the possible consequences of sharing images and recognise situations where they may feel pressured. Through discussion and activities, they reflect on the views of adults and children beyond the school setting to build their understanding.	**Image Sharing**	• 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	RSHE DfE Links - Online safety and awareness; Wellbeing online; Being safe; Respectful, kind relationships; General wellbeing
		Adults' & Children's Views	• listen to and observe a range of views from adults and children about staying safe when using technology and the internet • identify key ideas and strategies shared by others that help people use technology safely and responsibly • reflect on and build their own understanding of online safety using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about safe and responsible use of technology	RSHE DfE Links - Families and people who care for me; Respectful, kind relationships; Caring friendships
Year 6	In Year 6, children consolidate and extend their understanding of how to use technology safely and responsibly. They explore the range of applications they may use now and in the future and consider why some platforms have age restrictions. Pupils recognise that people online may not always be who they say they are and evaluate situations that may place themselves or others at risk. They develop strategies to stay safe online and offline as they prepare for greater independence.	**Making Friends Online**	• 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	RSHE DfE Links - Online safety and awareness; Wellbeing online; Respectful, kind relationships; Being safe; Caring friendships; Personal safety
		What I've Learnt	• confidently apply and justify strategies that help them use technology safely and responsibly in different environments • evaluate online situations and respond appropriately when they or others may be at risk or feel pressured to share information or images • clearly explain and justify the difference between safe and risky choices when using technology and communicating online • take increasing responsibility for making safe and respectful decisions when using devices at home, at school and in the wider community	RSHE DfE Links - Online safety and awareness; Wellbeing online; General wellbeing; Being safe; Respectful, kind relationships

1decision Knowledge and Skills Mapping - Our World Module for years 1-3

YR	Year Intent	Topic	Knowledge Gained & Skills Progression	Curriculum Links
Year 1	In Year 1, children begin to develop an early understanding of the world around them and how living things grow and are cared for. They explore their ideas about what lives and grows in our world and begin to understand the needs of a baby. Pupils recognise what they can do for themselves as they grow and develop greater independence. They also explore family life and understand how families care for one another.	**What I Know Now**	• share their existing ideas about what lives and grows in our world • begin to recognise that people, animals and plants need care to grow and stay healthy • identify who helped to look after them when they were babies • suggest simple ways they are learning to look after themselves as they grow	RSHE DfE Links - Developing bodies (early introduction to human life cycle); Families and people who care for me
		Growing in Our World	• understand the needs of a baby • explain what you can do for yourself now you are older • describe the common features of family life • recognise the ways in which your family is special and unique	RSHE DfE Links - Families and people who care for me; General wellbeing; Health protection and prevention; Respectful, kind relationships; Wider PSHE Links - Careers education: aspirations, learning and work
Year 2	In Year 2, children deepen their understanding of how they can care for the world around them. They explore why it is important to look after living things and consider ways they can help care for plants, animals and their environment at home and in their community. Pupils learn about keeping places clean and encouraging others to do the same. They also begin to develop an early understanding of money and the jobs people do in their community.	**Living in Our World**	• understand why we should look after living things • 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 • encourage others to help keep their communities and countryside clean	RSHE DfE Links - Families and people who care for me; General wellbeing Wider PSHE Links - Careers education: aspirations, learning and work
		Working in Our World	• understand different ways we can receive money • know how to keep money safe • describe the skills you may need in a future job or career • recognise the differences between wants and needs	RSHE DfE Links - General wellbeing Wider PSHE Links - Economic wellbeing; Careers education: aspirations, learning and work
Year 3	In Year 3, children broaden their understanding of the world around them by exploring how people grow, live and work within their environment. They learn about the importance of caring for the planet and begin to understand how their choices can help protect it. Pupils explore ideas such as reducing, reusing and recycling, and consider ways to save water and electricity. Through discussion and activities, they recognise how small actions can help care for the world and reduce their impact on the environment.	**Looking After Our World**	• explain the meaning of reduce, reuse, and recycle • recognise how we can help look after our planet • identify how to reduce the amount of water and electricity we use • understand how we can reduce our carbon footprint	RSHE DfE Links - This topic does not link to the DfE statutory elements
		What I've Learnt	• confidently demonstrate ways to care for living things and the world around them in different environments • recognise and respond appropriately to situations where people, animals or the environment may need care or protection • apply strategies to help look after their surroundings at home, at school and in their community • clearly explain how people grow, live and work in the world, and why it is important to care for living things and the environment	RSHE DfE Links - Developing bodies (early introduction to human life cycle)

1decision Knowledge and Skills Mapping - The Working World Module for years 4-6

YR	Year Intent	Topic	Knowledge Gained & Skills Progression	Curriculum Links
Year 4	In Year 4, children re-establish what they already know about how people contribute to family and community life before building on this through more complex learning. They explore the ways their actions can positively support those who care for them and consider how they can contribute at home, at school and in their community. Pupils begin to develop an awareness of the skills people use in different roles and start to recognise how these skills may help them in future jobs.	**What I Know Now**	• share and reflect on their understanding of how people support their families, communities and wider society • recognise responsibilities they may have at home and how helping with everyday tasks contributes to family life • identify skills and qualities that may be useful in different jobs and roles people do • suggest and explain simple ways money is used, earned and saved in everyday life	RSHE DfE Links - Families and people who care for me; General wellbeing; Respectful, kind relationships Wider PSHE Links - Economic wellbeing;
		Chores at Home	• recognise 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	RSHE DfE Links - Families and people who care for me; General wellbeing; Respectful, kind relationships Wider PSHE Links - Careers education: aspirations, learning and work
Year 5	In Year 5, children further develop their understanding of how people contribute to family life, work and the wider economy. They explore how adults support their families and communities and consider the skills and responsibilities involved in different jobs. Pupils learn about money, including why people save, how it can be earned and the importance of looking after it. Through discussion and activities, they reflect on the views of adults and children beyond the school setting.	**Enterprise**	• 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	RSHE DfE Links - Families and people who care for me Wider PSHE Links - Economic wellbeing; Careers education: aspirations, learning and work
		Adults' & Children's Views	• listen to and observe a range of views from adults and children about how people work, support their families and contribute to society • identify key ideas and skills shared by others that help people succeed in different jobs and roles • reflect on and build their own understanding of how money is earned, spent and looked after using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about future jobs, responsibilities and the role money plays in everyday life	RSHE DfE Links - This topic does not link to the DfE statutory elements Wider PSHE Links - Economic wellbeing; Careers education: aspirations, learning and work
Year 6	In Year 6, children consolidate and extend their understanding of money, work and financial responsibility in everyday life. They explore money-related terms and consider different ways money can be spent, including through technology and online purchases. Pupils recognise the potential impact of spending money without permission and learn strategies for saving. They also consider how their actions can show responsibility now by contributing positively to their home, school and community.	**In-App Purchases**	• 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	RSHE DfE Links - Wellbeing online; Families and people who care for me; Respectful, kind relationships Wider PSHE Links - Economic wellbeing; Careers education: aspirations, learning and work
		What I've Learnt	• confidently apply and justify responsible decisions when managing money and considering spending choices in everyday and online situations • evaluate situations and respond appropriately when spending, saving or making purchases that may affect themselves or their household • clearly explain and justify the difference between responsible and irresponsible choices when using money, including online and in-app purchases • take increasing responsibility for understanding how work, earning, saving and spending money can affect individuals, families and communities	RSHE DfE Links - Families and people who care for me Wider PSHE Links - Economic wellbeing; Careers education: aspirations, learning and work

1decision Knowledge and Skills Mapping - A World Without Judgement Module for years 1-6 *(British Values)*

YR	Year Intent	Topic	Knowledge Gained & Skills Progression	Curriculum Links
Year 1	In Year 1, children begin to develop an early understanding of fairness, choice and respect for others. They explore their existing ideas about how groups make decisions together and learn that everyone's voice can be heard. Pupils begin to understand what democracy means in simple terms, recognising times when people vote or choose things together. They also learn that people may think differently and begin to explore ways to make fair choices when they do not agree.	**What I Know Now**	• share their existing ideas about rules, fairness and how we treat others kindly • begin to recognise why rules help keep classrooms and communities fair and safe • identify ways they can show kindness, respect and fairness to others • suggest simple ways they can make positive choices and help everyone feel included	RSHE DfE Links - Caring friendships; Respectful, kind relationships; Being safe Wider PSHE Links - Careers education: aspirations, learning and work
		Democracy	• understand what a democracy is • spot times when people vote or choose things together • know that people can think differently • talk about ways to make fair choices when we do not agree	RSHE DfE Links - Respectful, kind relationships Wider PSHE Links - Economic wellbeing;
Year 2	In Year 2, children deepen their understanding of fairness, choice and responsibility. They explore how people can make their own choices and begin to recognise that these choices may be different from those around them. Pupils consider their own strengths, interests and goals while learning to respect the choices of others. They also explore the importance of rules in helping people stay safe and treat each other fairly, recognising how rules support communities at home, at school and in everyday life.	**Individual Liberty**	• understand that people can make their own choices and that these choices may be different from others • explain why it is important that everyone can make safe choices • recognise ways to respect the choices of others while making responsible choices themselves • identify their own strengths, interests and goals, understanding that these may be different from those around them	RSHE DfE Links - Caring friendships; Respectful, kind relationships; General wellbeing Wider PSHE Links - Careers education: aspirations, learning and work
		Rule of Law	• explain how rules help groups work and learn together at home, at school and in the community • understand why rules are important in helping people stay safe and treat others fairly • identify examples of rules that people follow in everyday life • recognise that rules apply to everyone and help people make fair and responsible choices	RSHE DfE Links - Respectful, kind relationships; Personal safety; Caring friendships
Year 3	In Year 3, children broaden their understanding of tolerance and respect by exploring how people may have different beliefs, opinions and ways of living. They learn why it is important to respect these differences and recognise how kindness and respectful behaviour help create fair and inclusive communities. Pupils consider how their actions can support others and practise responding positively where fairness and respect are important. Through quizzes and activities, children consolidate their understanding before progressing to more complex ideas about equality and inclusion.	**Tolerance**	• understand that people may have different beliefs, opinions and ways of living • explain why it is important to respect and tolerate differences between people • identify ways to show kindness and respect towards people whose views or backgrounds may be different from their own • recognise how respectful behaviour helps create a fair and inclusive community	RSHE DfE Links - Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing Wider PSHE Links - Careers education: aspirations, learning and work
		What I've Learnt	• confidently demonstrate respectful behaviour towards people with different beliefs, opinions or backgrounds • recognise and respond appropriately when fairness, respect and tolerance are important • apply strategies that help create inclusive environments at home, at school and in the community • clearly explain why respect, tolerance and fairness help people live and work together positively	RSHE DfE Links - Caring friendships; Respectful, kind relationships; Being safe Wider PSHE Links - Careers education: aspirations, learning and work

1decision Knowledge and Skills Mapping - A World Without Judgement Module for years 1-6 *(British Values)*

YR	Year Intent	Topic	Knowledge Gained & Skills Progression	Curriculum Links
Year 4	In Year 4, children re-establish what they already know about respect, fairness and belonging before building on this through more complex learning. They revisit how communities include people with different strengths, goals and experiences. Pupils explore the importance of recognising positive qualities in others and understanding that being different is okay. They also consider barriers that may prevent people from being treated equally and explore ways their actions can promote fairness and inclusion.	**What I Know Now**	• share and reflect on their understanding of how communities work together as they begin to explore ideas about judgement and fairness • recognise situations where unfair judgement or discrimination may affect individuals or groups • identify people and groups that help support fairness and respect within communities • suggest and explain ways they can show respect for themselves and others and help create inclusive communities	RSHE DfE Links - Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing Wider PSHE Links - Careers education: aspirations, learning and work
		Breaking Down Barriers	• recognise positive attributes in others • explain why being different is okay • explore 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	RSHE DfE Links - Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing Wider PSHE Links - Careers education: aspirations, learning and work
Year 5	In Year 5, children further develop their understanding of diversity, inclusion and acceptance by exploring how people can be different and unique. They learn about the elements that help create diverse communities and consider why respecting these differences is important. Pupils explore strategies that help overcome barriers and promote fairness and inclusion. Through discussion and shared activities, they listen to and reflect on the views of adults and children beyond the school setting.	**Inclusion and Acceptance**	• 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 • recognise the importance of inclusion and acceptance and identify ways we can help others feel valued and respected	RSHE DfE Links - Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing Wider PSHE Links - Careers education: aspirations, learning and work
		Adults' & Children's Views	• listen to and observe a range of views from adults and children about respect, equality and inclusion in communities • identify key ideas and actions shared by others that help challenge judgement and support fairness • reflect on and build their own understanding of acceptance and inclusion using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about respecting differences and supporting others	RSHE DfE Links - Families and people who care for me; Respectful, kind relationships; Caring friendships
Year 6	In Year 6, children consolidate and extend their understanding of respect, equality and British values by exploring how people of different religions and beliefs can live together in a diverse society. They learn about the range of beliefs represented in the UK and develop a clearer understanding of each of the British values. Pupils consider how shared values support fairness and cohesion within communities and create their own set of values for their educational setting.	**British Values**	• understand that there are a wide range of religions and beliefs in the UK • describe each of the British values • create a range of values for your educational setting • explain how all religions can live in cohesion	RSHE DfE Links - Families and people who care for me; Respectful, kind relationships; Caring friendships
		What I've Learnt	• confidently demonstrate and justify respectful behaviours that support fairness, equality and inclusion in different environments • evaluate situations and respond responsibly when people's beliefs, values or backgrounds may be treated unfairly • clearly explain and justify the importance of British values, including respect for different religions and beliefs • take increasing responsibility for promoting respect, tolerance and cohesion within their school and wider community	RSHE DfE Links - Families and people who care for me; Respectful, kind relationships; Caring friendships Wider PSHE Links - Careers education: aspirations, learning and work

1decision Knowledge and Skills Mapping - Fire Safety Module for years 1-3

YR	Year Intent	Topic	Knowledge Gained & Skills Progression	Curriculum Links
Year 1	In Year 1, children begin to develop an early understanding of the people and services that help keep communities safe. They explore their ideas about emergencies and learn about the roles of emergency services, with a particular focus on the Fire Service. Pupils begin to recognise how their actions can affect others and understand why hoax calls are dangerous. Through discussion and activities, they learn simple ways to stay safe and share their knowledge of fire safety.	What I Know Now	• share their existing ideas about how people stay safe and who helps keep us safe in our community • begin to recognise situations that may be emergencies or unsafe • identify emergency services, such as the Fire Service, and understand how they help people • suggest simple actions that help keep themselves and others safe in everyday situations	This module supports schools in covering the following: RSHE DfE Links - Families and people who care for me; Being safe; Personal Safety; Basic first aid Wider PSHE Links - Careers education: aspirations, learning and work
		Hoax Calling	• understand the importance of being responsible and how our actions/ choices can affect others • know what a 'hoax call' is and why it can be risky • explain why our emergency services are an important part of our community • show my knowledge of fire safety to others	
Year 2	In Year 2, children deepen their understanding of fire safety and personal responsibility. They explore how certain actions can be potentially dangerous and recognise the difference between safe and risky choices in everyday situations. Pupils practise simple ways to stay safe and identify how they can find help if needed. They also consider how their actions affect others and develop a growing awareness of the importance of behaving responsibly to help keep themselves and those around them safe.	Petty Arson	• understand the importance of being responsible and how our actions/choices can affect others • practise simple ways of staying safe and finding help • know that even small fires can be very dangerous • identify the differences between safe and risky choices	
		Enya and Deedee Visit the Fire station	• explain the importance of being responsible and how our actions/ choice can affect others • show my knowledge of fire safety to others • understand the importance of being responsible and how our actions/ choices can affect others • practise simple ways of staying safe and finding help	
Year 3	In Year 3, children broaden their understanding of fire safety by exploring how their actions and choices can affect the safety of others. They learn to recognise situations where behaviour may create risk, including how drivers can become distracted, and consider ways they can help keep people safe. Pupils develop their understanding of the difference between safe and risky choices. Through discussion and activities, they consolidate their knowledge before progressing to first aid topics.	Texting Whilst Driving	• understand how our actions and choices can affect others • recognise how drivers can be distracted • know how to help others stay safe • describe the differences between safe and risky choices	
		What I've Learnt	• confidently demonstrate ways to help keep themselves and others safe in different situations • recognise and respond appropriately to situations where actions may place themselves or others at risk • apply strategies that help keep people safe at home, at school and in the community, including around roads and vehicles • clearly explain the difference between safe and risky choices and how these choices can affect others	

1decision Knowledge and Skills Mapping - First Aid Module for years 4-6

YR	Year Intent	Topic	Knowledge Gained & Skills Progression	Curriculum Links
Year 4	In Year 4, children re-establish what they already know about the people and services who help keep us safe before building on this through learning about first aid. They revisit how to recognise situations where someone may need help and begin to identify signs that a person may be struggling to breathe, such as during an asthma attack, choking or an allergic reaction. Pupils explore how to seek emergency help and learn simple first aid actions until support arrives.	What I Know Now	• share and reflect on their understanding of how people can help in medical emergencies as they begin to explore first aid topics • recognise situations where someone may need help due to illness, injury or breathing difficulties • identify trusted adults and emergency services who can provide help and support in an emergency • suggest and explain simple actions that can help keep someone safe until help arrives	This module supports schools in covering the following: RSHE DfE Links - Basic first aid; Being safe; General wellbeing; Health protection and prevention; Personal safety Wider PSHE Links - Careers education: aspirations, learning and work
		First Aid Year 4	• identify and name situations that may require first aid • list reasons why someone may struggle to breathe • recognise the signs of an asthma attack or choking • identify the signs of an allergic reaction and anaphylactic shock • understand the correct steps for seeking immediate emergency help • provide first aid treatment to someone who is struggling to breathe	
Year 5	In Year 5, children further develop their understanding of how to respond in emergency situations by learning a range of first aid skills. They explore how to carry out a primary survey and recognise when someone may need urgent help. Pupils learn when to call emergency services and practise techniques such as the recovery position and CPR. They also learn how to support someone with a head injury, seizure or severe bleed until help arrives.	First Aid Year 5 (Part 1)	• complete a primary survey for first aid • demonstrate the recovery position for an unresponsive breathing casualty • know when to deliver CPR • demonstrate how to do CPR • understand when to call for emergency help	
		First Aid Year 5 (Part 2)	• identify a range of situations that may require first aid • explain how to support someone with a minor or serious head injury • recognise how to support someone who is having a seizure • understand how to support someone with a severe bleed • know when to call for medical help	
Year 6	In Year 6, children consolidate and extend their understanding of first aid by recognising a wider range of situations where someone may need medical help. They explore how to respond safely to injuries or illnesses such as burns, fractures and suspected heart attacks. Pupils consider the importance of acting calmly and responsibly in an emergency and develop the confidence to apply their first aid knowledge, while understanding these are important skills they will hopefully never need to use.	First Aid Year 6	• identify a range of situations that may require first aid • recognise how to support someone with a minor burn or scald • explain how to support someone who is having a heart attack • understand how to support someone with a fractured bone • know when to call for medical help	
		What I've Learnt	• confidently apply and justify first aid strategies that help keep themselves and others safe in a range of emergency situations • evaluate situations and respond appropriately when someone may require first aid or urgent medical support • clearly explain and justify appropriate first aid responses for injuries or illnesses such as burns, fractures or suspected heart attacks • take increasing responsibility for recognising when to seek medical help and supporting others safely until help arrives	

Appendix 3: Withdrawal letter

Sex Education: Information for Parents and Carers

What Your Child Will Be Taught

At Addmore Federation, we understand that teaching children about relationships, growing up and human development is an important part of supporting their wellbeing, safety and preparation for the future. We also recognise that parents and carers play a vital role in these conversations and that schools and families work best when they work together openly and supportively.

Relationships and Health Education (RHE) is statutory for all primary schools in England and forms part of our RSHE curriculum. This includes puberty education. Parents and carers do not have the right to withdraw their child from any content that covers statutory Relationships or Health Education objectives, or national curriculum science objectives (including human development and reproduction).

In addition to the statutory curriculum, our school also chooses to deliver a Sex Education unit. This is taught in Year 5 and 6 through 1decision's Conception topic and covers how babies are made in an age-appropriate, factual way. This is the only element of our RSHE provision from which parents and carers may request withdrawal.

We hope you trust that, as a school, we take decisions around RSHE content very seriously. All materials are carefully selected and reviewed to ensure they remain age-appropriate, sensitive and relevant to children's current needs and levels of maturity. Our priority is always to support children in developing accurate understanding, confidence, safety awareness and respect in a way that is appropriate for their stage of development.

Our Chosen Programme: 1decision

To deliver RSHE, we use 1decision - a multi-award winning programme used across the country and worldwide. The resources have been developed by RSHE and safeguarding experts, working alongside schools and children.

We encourage you to explore the 1decision Parent/Carer Zone before making any decision about withdrawal. There you will find:
- An overview of what 1decision is and how it works
- A content overview, including examples of puberty and conception animations
- Examples of Early Years content
- Understanding RSHE document
- Free home activities and much more

Why We Teach Sex Education

We believe it is important that children receive accurate, age-appropriate information in a safe environment - from a trusted adult, rather than from peers or online sources. Research shows that children who do not receive this information at school are more likely to turn to the internet, where content can be misleading, harmful or age-inappropriate.

Our teaching is carefully planned, sensitive in its delivery, and gives pupils the opportunity to ask questions in a supportive setting.

We would love to show you the resources before you make a decision.

You are warmly welcome to attend our parent information session where you can view the full 1decision videos and ask any questions.

Requesting Withdrawal from the Conception Unit

If, after reviewing the 1decision resources, you wish to withdraw your child from the Year 5/6 Conception unit, please follow the process below.

Our withdrawal process:
Please contact your child's class teacher. We will discuss the request with parents, this discussion is to inform parents not to determined whether withdrawal is granted.

Please be aware that the school will keep an appropriate record of the request for withdrawal and any discussion with the parent/carer in accordance with the school's record keeping arrangements.

If you have any questions about our RSHE curriculum, please contact us via the school office.