

These are designed to be “jumping off” lessons for each topic. Please use the lesson slides and worksheets in each book for your first lessons on each topic, but then bulk out the 1decision resources with practical lessons, debates and engaging activities.



## The Leys Primary School Subject Overview for PSHE - 2025-26 becoming a responsible grown up

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p><a href="#">1decision-eyfs-early-learning-goals-mapping-document.pdf</a> This document shows how 1decision resources map against ELGs.</p> <p><b>Understanding emotions</b> Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings. Understands their own and other people's feelings, offering empathy and comfort. Talks about their own and others' feelings and behaviour and its consequences</p> <p><b>Sense of self</b> Knows their own name, their preferences and interests and is becoming aware of their unique abilities Is developing an understanding of and interest in differences</p>	<p><a href="#">1decision-eyfs-early-learning-goals-mapping-document.pdf</a> This document shows how 1decision resources map against ELGs.</p> <p><b>Understanding emotions</b> Responds to the feelings of others, showing concern and offering comfort. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.</p> <p><b>Sense of self</b> Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves Is gradually learning that actions have consequences but not</p>	<p><a href="#">1decision-eyfs-early-learning-goals-mapping-document.pdf</a> This document shows how 1decision resources map against ELGs.</p> <p><b>Understanding emotions</b> May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.</p> <p><b>Sense of self</b> Is becoming more aware</p>	<p><a href="#">1decision-eyfs-early-learning-goals-mapping-document.pdf</a> This document shows how 1decision resources map against ELGs.</p> <p><b>Understanding emotions</b> Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants. Seeks support, "emotional refuelling" and practical help in new or challenging situations. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.</p> <p><b>Sense of self</b> Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks.</p>	<p><a href="#">1decision-eyfs-early-learning-goals-mapping-document.pdf</a> This document shows how 1decision resources map against ELGs.</p> <p><b>Understanding emotions</b> Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. Is aware of behavioural expectations and sensitive to ideas of justice and fairness</p> <p><b>Sense of self</b> Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others. Has a clear idea about what they want to do in their play and how they</p>	<p><a href="#">1decision-eyfs-early-learning-goals-mapping-document.pdf</a> This document shows how 1decision resources map against ELGs.</p> <p><b>Understanding emotions</b> Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions. Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.</p> <p><b>Sense of self</b> Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask</p>

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<p>of gender, ethnicity and ability. Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions.</p> <p><b>Making relationships</b> Builds relationships with special people but may show anxiety in the presence of strangers. Seeks out companionship with adults and other children, sharing experiences and play ideas. Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.</p> <p><b>Health and self care</b> Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support. Observes and can describe in words or actions the effects of physical activity on their bodies.</p>	<p>always the consequences the child hopes for. Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.</p> <p><b>Making relationships</b> Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult. Uses their experiences of adult behaviours to guide their social relationships and interactions. Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.</p> <p><b>Health and self care</b> Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely. Can wash and can dry hands effectively and understands why this is important.</p>	<p>of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups.</p> <p><b>Making relationships</b> Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it. Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</p> <p><b>Health and self care</b> Begins to recognise danger and seeks the</p>	<p>Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.</p> <p><b>Making relationships</b> Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like. Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.</p> <p><b>Health and self care</b> Dresses with help, e.g. puts arms into an open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. Has established a consistent, daily pattern</p>	<p>want to go about it.</p> <p><b>Making relationships</b> Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it. Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play. Is proactive in seeking adult support and able to articulate their wants and needs.</p> <p><b>Health and self care</b> Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others</p> <p><b>People and communities</b> Shows interest in different occupations</p>	<p>adults for help. Shows confidence in choosing resources and perseverance in carrying out a chosen activity.</p> <p><b>Making relationships</b> Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest. Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship</p> <p><b>Health and self care</b> Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience</p> <p><b>People and communities</b> Knows some of the things</p>
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	<p>Eats a healthy range of foodstuffs and understands need for variety in food</p> <p><b>People and communities</b> Has a sense of own immediate family and relations and pets Shows interest in the lives of people who are familiar to them.</p>	<p>Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad</p> <p><b>People and communities</b> Beginning to have their own Enjoys joining in with family customs and routines Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members</p>	<p>support and comfort of significant adults. Can mirror the playful actions or movements of another adult or child</p> <p><b>People and communities</b> Learns that they have similarities and differences that connect them to, and distinguish them from, others Remembers and talks about significant events in their own experience.</p>	<p>in relation to eating, toileting and sleeping routines and can explain why this is important</p> <p><b>People and communities</b> Recognises and describes special times or events for family or friends Knows that other children do not always enjoy the same things, and is sensitive to this</p>	<p>and ways of life indoors and outdoors</p>	<p>that make them unique, and can talk about some of the similarities and differences in relation to friends or family Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p>
Key Skills	Communication, self-care	Communication, self-care	Communication, self-care	Communication, self-care	Communication, self-care	Communication, self-care
Key People	Police, Paramedic, Lollipop Person, Doctor, Nurse, Family, Friends, Nutritionist, Health Visitor, School Staff, Mental Health Worker, Dentist, Counsellor, Pharmacist, Lifeguard, Environmentalist, Social Worker, Hearing Impairment Worker,	Police, Paramedic, Lollipop Person, Doctor, Nurse, Family, Friends, Nutritionist, Health Visitor, School Staff, Mental Health Worker, Dentist, Counsellor, Pharmacist, Lifeguard, Environmentalist, Social Worker, Hearing Impairment Worker,	Police, Paramedic, Lollipop Person, Doctor, Nurse, Family, Friends, Nutritionist, Health Visitor, School Staff, Mental Health Worker, Dentist, Counsellor, Pharmacist, Lifeguard, Environmentalist, Social Worker, Hearing Impairment Worker,	Police, Paramedic, Lollipop Person, Doctor, Nurse, Family, Friends, Nutritionist, Health Visitor, School Staff, Mental Health Worker, Dentist, Counsellor, Pharmacist, Lifeguard, Environmentalist, Social Worker, Hearing Impairment Worker,	Police, Paramedic, Lollipop Person, Doctor, Nurse, Family, Friends, Nutritionist, Health Visitor, School Staff, Mental Health Worker, Dentist, Counsellor, Pharmacist, Lifeguard, Environmentalist, Social Worker, Hearing Impairment Worker,	Police, Paramedic, Lollipop Person, Doctor, Nurse, Family, Friends, Nutritionist, Health Visitor, School Staff, Mental Health Worker, Dentist, Counsellor, Pharmacist, Lifeguard, Environmentalist, Social Worker, Hearing Impairment Worker,
Key subject links	Classroom rules, Key support network,	Anti-Bullying, Key support network, Road Safety,	Internet safety, Anti-bullying, Key support network	Key support network	Healthy Living	Transitions

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Key Vocabulary	Happy, sad, wants, needs, rules	Rules, respect	Boundaries, mirror	I am good at...	Healthy, unhealthy, exercise, wants, needs,	Water, food, exercise. Same, different
SMSC and British Values	Democracy, Rule of Law, Individuality, Mutual Respect, Tolerance	Democracy, Rule of Law, Individuality, Mutual Respect, Tolerance	Democracy, Rule of Law, Individuality, Mutual Respect, Tolerance	Democracy, Rule of Law, Individuality, Mutual Respect, Tolerance	Democracy, Rule of Law, Individuality, Mutual Respect, Tolerance	Democracy, Rule of Law, Individuality, Mutual Respect, Tolerance
Global Goals and School values	3. Good Health and Wellbeing 4. Quality Education 10. Reduced Inequalities 13. Climate action 15. Life on Land  Inclusivity Empathy Respect Aspiration Determination Empowerment	3. Good Health and Wellbeing 4. Quality Education 10. Reduced Inequalities 13. Climate action 15. Life on Land  Inclusivity Empathy Respect Aspiration Determination Empowerment	3. Good Health and Wellbeing 4. Quality Education 10. Reduced Inequalities 13. Climate action 15. Life on Land  Inclusivity Empathy Respect Aspiration Determination Empowerment	3. Good Health and Wellbeing 4. Quality Education 10. Reduced Inequalities 13. Climate action 15. Life on Land  Inclusivity Empathy Respect Aspiration Determination Empowerment	3. Good Health and Wellbeing 4. Quality Education 10. Reduced Inequalities 13. Climate action 15. Life on Land  Inclusivity Empathy Respect Aspiration Determination Empowerment	3. Good Health and Wellbeing 4. Quality Education 10. Reduced Inequalities 13. Climate action 15. Life on Land  Inclusivity Empathy Respect Aspiration Determination Empowerment
The Leys Pathways	Explore Communicate Understand Solve Care	Explore Communicate Understand Solve Care	Explore Communicate Understand Solve Care	Explore Communicate Understand Solve Care	Explore Communicate Understand Solve Care	Explore Communicate Understand Solve Care
<b>Year 1</b>	<b>Heads Up Kids - 12x30 mins lessons</b> <ul style="list-style-type: none"> <li>Emotions</li> <li>Language</li> <li>Team work</li> <li>Resilience</li> </ul>		<b>Computer safety</b> <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Online bullying</li> </ul> <b>Hazard watch</b>	<b>Our world</b> <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Growing in our world</li> </ul>	<b>Keeping/staying healthy</b> <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Washing hands</li> </ul>	<b>Keeping/Staying Safe</b> <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Road safety</li> </ul> <b>Being responsible</b>

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		<ul style="list-style-type: none"> <li>• Baseline assessment</li> <li>• Is it safe to eat/drink</li> </ul>			<ul style="list-style-type: none"> <li>• Baseline assessment</li> <li>• Water spillage</li> </ul>
Key Skills	Understanding emotions, How to develop healthy relationships.	Online safety. Staying safe,	Developing a positive self-image and self-worth.	Keeping healthy. Personal hygiene.	Safety rules.
Key People	Mental Health Worker, Friends, Family,	Family, Friends, School staff,	Health Visitor, Nurse, Family,	Nurse, Doctor, Health Visitor,	Police, Lollipop person, Family, Friends, School staff, Emergency services, Family, Friends, School staff, Mental Health worker,
Key subject links	Friendships, Mental Health, Wellbeing, Relationships	Internet safety Anti-bullying Key support network	Key support network	Healthy Living	Key support network Transitions
Key Vocabulary	Relationships, love, security, stability, disagree, emotions, feelings, wellbeing, mental health,	Online, positive, negative.  Potential, sibling, community, hazard, danger.	Planet, world, environment, humans, reproduce, protect, unique, common.	Healthy, unhealthy, germs.	Community, discussion, choice, pedestrian, zebra crossing, pelican crossing, toucan crossing, puffin crossing, avoid, situation, risk, safe, imaginary.  Responsibility, responsible, accident, honesty, dishonesty.
SMSC and British Values	Mutual Respect, Democracy, Tolerance,	Democracy, Mutual Respect,	Mutual Respect, Tolerance,	Democracy, Individual Liberty,	Democracy, Rule of Law, Individual Liberty, Mutual Respect,

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Global Goals and School values	3. Good Health and Wellbeing.  Respect Empowerment Inclusivity	Respect Inclusivity	15. Life on Land  Respect Empathy Aspiration	3. Good Health and Wellbeing 6. Clean Water and Sanitation  Aspiration Empowerment	3. Good Health and Wellbeing  Respect Inclusivity Empathy
The Leys Pathways	Communicate Understand Care	Communicate Understand Solve Care	Explore Care	Care	Explore Communicate Understand Solve Care
<b>Year 2</b>	<b>Heads Up Kids - 12x30 mins lessons</b> <ul style="list-style-type: none"> <li>Emotions</li> <li>Language</li> <li>Team work</li> <li>Resilience</li> </ul>	<b>Computer safety</b> <ul style="list-style-type: none"> <li>Image sharing</li> <li>Computer safety documentary</li> </ul> <b>Hazard watch</b> <ul style="list-style-type: none"> <li>Is it safe to play with?</li> </ul>	<b>Our world</b> <ul style="list-style-type: none"> <li>Living in our world</li> <li>Working in our world</li> </ul>	<b>Keeping/staying healthy</b> <ul style="list-style-type: none"> <li>Healthy eating</li> <li>Brushing teeth</li> </ul>	<b>Keeping/Staying safe</b> <ul style="list-style-type: none"> <li>Tying shoelaces</li> </ul> <b>Being responsible</b> <ul style="list-style-type: none"> <li>Practice makes perfect</li> <li>Helping someone in need</li> </ul>
Key Skills	Understanding emotions, How to develop healthy relationships.	Online safety.  Independence.	Recognising the importance and values of difference.  Healthy	Keeping healthy. Personal hygiene	Keeping Safe  Healthy relationships.

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			relationships.		
Key People	Mental Health Worker, Friends, Family,	School Staff, Police, Family, Friends,	Family, Friends, Banks, Careers talks,	Doctor, Nurse, Health Visitor, Dentist, Hygienist	Trusted adults, Emergency Services, Mental Health Worker, Sports Club Adults, Family, Friends, School Staff
Key subject links	Friendships, Mental Health, Wellbeing, Relationships	Internet safety Anti-bullying Key support network Road/public safety	Maths - money	Healthy Living	Classroom rules Key support network Transitions
Key Vocabulary	Relationships, love, security, stability, disagree, emotions, feelings, wellbeing, mental health,	Permission, opinion, rules, declaration.  Potential, sibling, community, hazard, danger.	Wildlife, community, credit card, debit card, spend, receive, save.	Ingredients, energy, repair, vitamins, natural, saturated fat, decay.	Laces, buckle, velcro, accident, rules, unsafe.  Abilities, thoughtful, qualities, manners, courteous, appropriately, self-respect, improve.
SMSC and British Values	Mutual Respect, Democracy, Tolerance,	Democracy, Mutual Respect, Individual Liberty, Tolerance	Individual Liberty, Mutual Respect,	Democracy, Individual Liberty,	Democracy, Individual Liberty, Mutual Respect, Rules of Law
Global Goals and School values	3. Good Health and Wellbeing.  Respect Empowerment Inclusivity	Empowerment Respect Inclusivity Aspiration	1. No Poverty 15. Life on Land  Respect Empathy Aspiration Empowerment	2. Zero Hunger 3. Good Health and Wellbeing  Aspiration Empowerment	3. Good Health and Wellbeing  Respect Inclusivity
The Leys Pathways	Communicate Understand Care	Understand Solve Care	Explore Understand Care	Care	Explore Communicate Understand

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						Solve Care
<b>Year 3</b>	<b>Keeping/staying safe</b> <ul style="list-style-type: none"> <li>Staying safe</li> <li>Leaning out of windows</li> <li>Summative assessment</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Touch</li> <li>Summative assessment</li> </ul> <b>Fire safety</b> <ul style="list-style-type: none"> <li>Enya and Deedee visit the fire station</li> <li>Summative assessment</li> </ul>	<b>Computer safety</b> <ul style="list-style-type: none"> <li>Making friends online</li> <li>Summative assessment</li> </ul>	<b>Our world</b> <ul style="list-style-type: none"> <li>Looking after our world</li> <li>Summative assessment</li> </ul>	<b>Keeping/staying healthy</b> <ul style="list-style-type: none"> <li>Medicine</li> <li>Summative assessment</li> </ul>	<b>Feelings and emotions</b> <ul style="list-style-type: none"> <li>Grief</li> <li>Summative assessment</li> </ul> <b>Being responsible</b> <ul style="list-style-type: none"> <li>Stealing</li> <li>Summative assessment</li> </ul>
Key Skills	Keeping safe.	Anti-bullying. Keeping safe.	Online safety. Recognising healthy relationships	Looking after the environment.	Personal health	Communication. Healthy relationships.
Key People	Emergency Services, Family, Friends, School Staff,	Doctors, Nurses, Health Visitors, Trusted Adults, School Staff, Fire Brigade,	Childline, Trusted Adults,	Environmentalism, Local Council,	Doctors, Nurses, Health Visitors,	Counsellor, Police, Family, Friends, School Staff,
Key subject links	Key support network.	Science - body parts.	Internet safety Anti-bullying Key support network	Link to global goals Climate Change	Healthy living.	Transition.
Key Vocabulary	PCSO, appliances, dangerous, chemicals, warning signs, pressured, permission.  Potential, sibling, community, hazard,	Communicate, situation, penis, testicles, vagina, vulva, anus, private parts, appropriate.  Burgled, collapsed, flammable, distraction,	Chatroom, report, reply, respond childline.	Reduce, re-use, recycle, environment, carbon footprint, carbon dioxide, global warming.	Medicine, allergies, vaccination, antibodies, research, immune system, doctor.	Grief, confusion, memory box.  Borrowing, stealing, consequence, irresponsible, responsible.



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	danger.	emergency, hoax, declaration.				
SMSC and British Values	Democracy, Rules of Law, Individual Liberty.	Democracy, Individual Liberty, Mutual Respect,	Democracy,	Mutual Respect,	Democracy, Individual Liberty,	Democracy, Rule of Law, Individual Liberty, Mutual Respect,
Global Goals and School values	3. Good Health and Wellbeing  Respect Inclusivity	5. Gender Equality 3. Good Health and Wellbeing  Empowerment Empathy Respect	  Respect Inclusivity Empowerment	13. Climate Action 14. Life Below Water 15. Life on Land Responsible Consumption and Production  Respect Empathy Empowerment	3. Good Health and Wellbeing  Aspiration Empowerment	3. Good Health and Wellbeing 6Peace, Justice and Strong Institutions  Respect Inclusivity Empathy
The Leys Pathways	Explore Communicate Understand Care	Explore Communicate Understand	Communicate Care	Explore Communicate Understand Care	Communicate	Communicate Understand
<b>Year 4</b>	<b>Keeping/staying safe</b> <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Cycle safety</li> </ul> <b>A world without judgement</b> <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Breaking down</li> </ul>	<b>Growing and changing</b> <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Appropriate touch</li> </ul>	<b>Computer safety</b> <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Online bullying</li> </ul>	<b>The working world</b> <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Chores at home</li> </ul>	<b>Keeping/staying healthy</b> <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Healthy living</li> </ul> <b>First aid</b> <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>First Aid Year 4</li> </ul>	<b>Feelings and emotions</b> <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Jealousy</li> </ul> <b>Being responsible</b> <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Coming home on time</li> </ul>

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	barriers					
Key Skills	How to be safe. Accepting differences	Healthy relationships	Computer safety Speaking out	Careers Money	Life saving skills Knowledge of own body	Being responsible Zones of regulation
Key People	Emergency Services, Cycle training staff, Family, Friends,	Family, Friends, School Staff, Police	Family, Friends, Police, School Staff,	Accountant, Banker, Financial Advisor, Careers Advisor,	Nutritionist, Health Visitor, Doctor, Nurse, Mental Health Worker, Paramedic	Mental Health Worker, Family, School Staff,
Key subject links	Global goals PE - balance and coordination	Science - humans	E-safety	Maths - money	Science - healthy living and healthy bodies	Zones of regulation
Key Vocabulary	Statement, opinion, fact, junction, cycle safety, judgement, equality, diversity, cohesion, barrier, attributes, similarities, differences, disability, polite, courteous, respectful	Nervous, scared, inappropriate, connection, civil partnership, marriage	Online relationship, online bullying, offensive, insulting, rude, device, posting, false content, opinion, rumours	Income Tax, VAT, contribution, HM revenue and customs, society, chore, independence, self-motivation, apprenticeship, volunteer	Lifestyle, balanced diet, blood pressure, saturated fat, vital organs, mind map, food chart, carbohydrates, protein, calorie, treatment, emergency, severe, life-threatening, conscious, asthma, anaphylaxis, allergic, prescribed, obstruction	Feelings, emotions, mental health, physical health, strategies, punctual, responsible, irresponsible, appointment
SMSC and British Values	Democracy, Rules of Law, Individual Liberty, Mutual Respect, Tolerance,	Rule of Law, Individual Liberty, Mutual Respect,	Democracy, Individual Liberty, Mutual Respect,	Democracy, Rule of Law, Individual Liberty, Mutual Respect,	Democracy, Individual Liberty,	Democracy, Rule of Law, Mutual Respect, Tolerance,
Global Goals and School values	3. Good Health and Wellbeing 10. Reducing Inequalities  Respect	5. Gender Equality  Empowerment	Respect	8. Decent Work and Economic Growth  Respect	3. Good Health and Wellbeing  Aspiration	3. Good Health and Wellbeing  Respect

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	Inclusivity Empathy Aspiration	Empathy Respect	Inclusivity Aspiration	Empowerment Aspiration	Empowerment	Inclusivity Empowerment
The Leys Pathways	Explore Communicate	Communicate Care	Communicate Understand Solve	Care	Explore Care	Understand Care
<b>Year 5</b>	<b>Mini Police</b>	<b>Growing and changing</b> <ul style="list-style-type: none"> <li>• Puberty</li> <li>• Children's views</li> <li>• Adult's views</li> </ul>	<b>Computer safety</b> <ul style="list-style-type: none"> <li>• Image sharing</li> <li>• Children's views</li> <li>• Adult's views</li> </ul> <b>Keeping/staying safe</b> <ul style="list-style-type: none"> <li>• Peer pressure</li> <li>• Children's views</li> <li>• Adult's views</li> </ul>	<b>The working world</b> <ul style="list-style-type: none"> <li>• Enterprise</li> <li>• Children's views</li> <li>• Adult's views</li> </ul> <b>A world without judgement</b> <ul style="list-style-type: none"> <li>• Inclusion and acceptance</li> <li>• Children's views</li> <li>• Adult's views</li> </ul>	<b>Keeping/staying healthy</b> <ul style="list-style-type: none"> <li>• Smoking</li> <li>• Children's views</li> <li>• Adult's views</li> </ul> <b>First aid</b> <ul style="list-style-type: none"> <li>• First Aid Year 5</li> </ul>	<b>Feelings and emotions</b> <ul style="list-style-type: none"> <li>• Anger</li> <li>• Children's views</li> <li>• Adult's views</li> </ul> <b>Being responsible</b> <ul style="list-style-type: none"> <li>• Looking out for others</li> <li>• Children's views</li> <li>• Adult's views</li> </ul>
Key Skills			Recognising real information and privacy online Debating skills Rules and responsibilities Morality	Life in the wider world Money Morality Debate Appropriate response	Rule of law Life saving responsibility	Respect for others and self Debate
Key People	Police	Doctor, Nurse,	Police, School Staff,	Accountant, Banker,	Police, Doctor, Nurse,	Mental Health Worker,

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			Family, Friends,	Financial Advisor,	Paramedic,	Family, Friends, School Staff,
Key subject links	Computing	Science - humans	Computing - online safety Global goals - human rights	Maths - money and budgets	Science - healthy bodies	Zones of regulation Global goals
Key Vocabulary		Puberty, growing, develop, change, hormone, anonymous question, vagina, vulva, ovaries, fallopian tube, penis, testicles, bladder	Images, privacy law, permission, share, social media, application, survey, image sharing Acceptance, diversity, discrimination, stereotype	Enterprise, priority, fundraising Inclusion, acceptance, diversity, discrimination, stereotype	Nicotine, addictive, illegal, respiratory system, cardiovascular disease, cigarette, e-cigarette	Displeasure, annoyance, hostility, considerate, inconsiderate
SMSC and British Values	Rule of Law, Democracy, Individual Liberty	Rule of Law, Individual Liberty, Mutual Respect, Tolerance,	Democracy, Rule of Law, Mutual Respect,	Democracy, Individual Liberty, Tolerance	Democracy, Rule of Law, Individual Liberty,	Democracy, Individual Liberty, Mutual Respect, Tolerance,
Global Goals and School values	6 Peace, Justice and Strong Institutions  Respect Aspiration Empowerment	3. Good Health and Wellbeing  Empowerment Empathy	3. Good Health and Wellbeing  Respect Inclusivity Aspiration	8. Decent Work and Economic Growth 10. Reduce Inequalities  Respect Empathy Aspiration Empowerment	3. Good Health and Wellbeing  Aspiration Empowerment	3. Good Health and Wellbeing  Respect Inclusivity
The Leys Pathways	Explore Communicate Care Understand	Explore Communicate Solve	Explore Communicate Solve	Explore Communicate Solve Understand Care	Explore Communicate Solve	Explore Communicate Understand Solve Care
<b>Year 6</b>	<b>Keeping/staying</b>	<b>Growing and</b>	<b>Computer safety</b>	<b>The working</b>	<b>Keeping/staying</b>	<b>Feelings and</b>

These are designed to be “jumping off” lessons for each topic. Please use the lesson slides and worksheets in each book for your first lessons on each topic, but then bulk out the 1decision resources with practical lessons, debates and engaging activities.

	<b>safe</b> <ul style="list-style-type: none"> <li>Water safety</li> <li>Summative assessment</li> </ul> <b>A world without judgement</b> <ul style="list-style-type: none"> <li>British values</li> <li>Summative assessment</li> </ul>	<b>changing</b> <ul style="list-style-type: none"> <li>Conception</li> <li>Summative assessment</li> </ul>	<ul style="list-style-type: none"> <li>Making friends online</li> <li>Summative assessment</li> </ul>	<b>world</b> <ul style="list-style-type: none"> <li>In app purchase</li> <li>Summative assessment</li> </ul>	<b>healthy</b> <ul style="list-style-type: none"> <li>Alcohol</li> <li>Summative assessment</li> </ul> <b>First aid</b> <ul style="list-style-type: none"> <li>First Aid Year 6 (Part 1)</li> <li>First Aid Year 6 (Part 2)</li> <li>Summative assessment</li> </ul>	<b>emotions</b> <ul style="list-style-type: none"> <li>Worry</li> <li>Summative assessment</li> </ul> <b>Being responsible</b> <ul style="list-style-type: none"> <li>Stealing</li> <li>Summative assessment</li> </ul>
Key Skills	Safety British values	Boundaries Our bodies	Debating skill	Money and spending	Morality Life-saving	Communication
Key People	Lifeguards, Lifeboat Rescue, Health and Safety Advisor,	Doctor, Nurse, Midwife, Police,	Police,	Accountant, Banker, Financial Advisor,	Police, Doctor, Nurse, Paramedic	Mental Health Worker, Police,
Key subject links	Swimming - PE	Science - humans	Computing - staying safe online	Maths - money	Global goals - rights and responsibilities  Science - substances	Zones of regulation
Key Vocabulary	Risk, danger, life-saving, democracy, rule of law, individual liberty, mutual respect, tolerance	Inappropriate, appropriate, conception, testicles, penis, vagina, consent, conceive, caesarean, foreskin,	Online relationship, online bullying, app, posting, online activity, age restriction, pretending, social media	Bank account, debit card, credit card, app, purchase, budget, gambling	Alcohol, substances, alcohol poisoning, legal age limit, criminal offence, Treatment, emergency,	Feelings, worry, prepare for change, strategies, mindfulness, anxious, managing emotions Steal, theft, criminal

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		cervix, womb, fertilised, IVF			incident, life-saving	offence, permission, possession, trust
SMSC and British Values	Democracy, Rules of Law, Individual Liberty, Mutual Respect, Tolerance,	Rule of Law, Individual Liberty, Mutual Respect,	Democracy, Rule of Law, Mutual Respect,	Democracy, Rule of Law, Mutual Respect,	Democracy, Rule of Law, Individual Liberty,	Democracy, Rule of Law, Mutual Respect,
Global Goals and School values	3. Good Health and Wellbeing 16 Peace, Justice and Strong Institutions  Respect Inclusivity Empowerment	3. Good Health and Wellbeing  Empowerment Empathy Respect	  Respect Inclusivity Aspiration	8. Decent Work and Economic Growth  Respect Empathy Empowerment	3. Good Health and Wellbeing  Aspiration Empowerment	3. Good Health and Wellbeing  Respect Inclusivity
The Leys Pathways	Explore Communicate Understand	Communicate	Communicate	Communicate	Communicate Solve Care	Explore Communicate Solve Care