Knowledge and Skills Progression

(Simplified for years 1-6)

Suggested topic delivery overview - Years 1-3 Breakdown

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

	Keeping/ Staying Safe	Keeping/ Staying Healthy	Relationships	Being Responsible	Feelings & Emotions	Computer Safety	Our World	Fire Safety SPECIAL*	Hazard Watch *(This module will soon be replaced)*
YEAR 1	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	**Long-Term Baseline Assessment** **Is it safe to eat or drink?** **Is it safe to play with?** **Long-Term Summative Assessment**
	Topic: **Road Safety**	Topic: **Washing Hands**	Topic: **Friendship**	Topic: **Water Spillage**	Topic: **Jealousy**	Topic: **Online Bullying**	Topic: **Growing in Our World**	Topic: **Hoax Calling**	
YEAR 2	Topic: **Tying Shoelaces**	Topic: **Healthy Eating**	Topic: **Bullying**	Topic: **Practice Makes Perfect**	Topic: **Worry**	Topic: **Image Sharing**	Topic: **Living in Our World**	Topic: **Petty Arson**	
	Topic: **Staying Safe**	Topic: **Brushing Teeth**	Topic: **Body Language**	Topic: **Helping Someone in Need**	Topic: **Anger**	Topic: **Computer Safety Documentary**	Topic: **Working in Our World**	Topic: **Texting Whilst Driving**	
YEAR 3	Topic: **Leaning Out of Windows**	Topic: **Medicine**	Topic: **Touch**	Topic: **Stealing**	Topic: **Grief**	Topic: **Making Friends Online**	Topic: **Looking After Our World**	Topic: **Enya & Deedee Visit the Fire Station**	
	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	

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

Suggested topic delivery overview - Years 4-6 Breakdown

IMPORTANT NOTE: If you are starting in Year 5/6, you should still start from the beginning with the Baseline Assessment from Year 4.

	Keeping/ Staying Safe	Keeping/ Staying Healthy	Growing & Changing	Being Responsible	Feelings & Emotions	Computer Safety	The Working World	A World Without Judgement	First Aid SPECIAL
YEAR 4	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**	Long-Term Assessment: **Baseline Topic**
	Topic: **Cycle Safety**	Topic: **Healthy Living**	Topic: **Appropriate Touch (Relationships)**	Topic: **Coming Home on Time**	Topic: **Jealousy**	Topic: **Online Bullying**	Topic: **Chores at Home**	Topic: **Breaking Down Barriers**	Topic: **First Aid Year 4**
YEAR 5	Topic: **Peer Pressure**	Topic: **Smoking**	Topic: **Puberty**	Topic: **Looking Out for Others**	Topic: **Anger**	Topic: **Image Sharing**	Topic: **Enterprise**	Topic: **Inclusion & Acceptance**	Topic: **First Aid Year 5**
	Topic: **Adults' & Children's Views**	Topic: **Adults' & Children's Views**	Topic: **Adults' & Children's Views**	Topic: **Adults' & Children's Views**	Topic: **Adults' & Children's Views**	Topic: **Adults' & Children's Views**	Topic: **Adults' & Children's Views**	Topic: **Adults' & Children's Views**	
YEAR 6	Topic: **Water Safety**	Topic: **Alcohol**	Topic: **Conception**	Topic: **Stealing**	Topic: **Worry**	Topic: **Making Friends Online**	Topic: **In-App Purchases**	Topic: **British Values**	Topic: **First Aid Year 6 (Part 1)**
									Topic: **First Aid Year 6 (Part 2)**
	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**	Long-Term Assessment: **Summative Topic**

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

1decision Knowledge and Skills Mapping

Keeping/Staying Safe Module for years 1 -6

	Topic	Knowledge	Skills Progression
Year 1	Baseline Topic	**PSHE Links** (KS1) - H8, H29, H30, H32, H33, R1, R2, R15, R19, R20 **RSHE DfE Links** - R1, R2, R6, R11, R28, R29, R30, R31, R32, P2	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of keeping/staying safe.
	Road Safety	**PSHE Links** (KS1) - H29, H32, H33, R2, R17, R20 **RSHE DfE Links** - R1	• understand why it is important to stay safe when crossing the road • be able to recognise a range of safe places to cross the road • understand the differences between safe and risky choices • know different ways to help us stay safe
Year 2	Tying Shoelaces	**PSHE Links** (KS1) - H13, H14, H15, H16, H29, H30, R1 **RSHE DfE Links** - R2	• 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
	Staying Safe	**PSHE Links** (KS1) - H22, H29, H32, H33, R1, R2, R15, R16, R17, R19, R20, R22, L5, L16 **RSHE DfE Links** - R1, R2, R4, R11, R16, R19, R25, R28, R29, R30, R31, R32	• know ways to keep yourself and others safe • be able to recognise risky situations • be able to identify trusted adults around you • understand the differences between safe and risky choices
Year 3	Leaning Out of Windows	**PSHE Links** (KS1) - H29, H30, H32, H33, H35, H36, R1, R2, L1 (KS2) - H38, H39, H41, H42 **RSHE DfE Links** -R2, P32	• be able to recognise a range of warning signs • be able to spot the dangers we may find at home • know the importance of listening to our trusted adults • be able to understand ways we can keep ourselves and others safe at home • know the differences between safe and risky choices
	Summative Topic	**PSHE Links** (KS1) - H8, H10, H24, H28, H29, H30, H31, H32, H33, H35, H36, R1, R2, R5, R15, R16, R17, R19, R20, L5 (KS2) - H12, H38, H39, H40, H41, H44, R6, R8, R18, R22, R24, R25, R26, R28, R29 **RSHE DfE Links** - R1, R2, R4, R11, R19, R25, R27, R28, R29, R30, R31, R32, P27	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

1decision Knowledge and Skills Mapping

Keeping/Staying Safe Module for years 1 - 6

	Topic	Knowledge	Skills Progression
Year 4	Baseline Topic	**PSHE Links** (KS2) - H37, H38, H39, H41, R24, R29, L5 **RSHE DfE Links** - R1, R28, R30, R31	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of keeping/staying safe.
	Cycle Safety	**PSHE Links** (KS2) - H3, H7, H35, H37, H38, H41, R6, R8, R30, L1, L4, L6, L7 **RSHE DfE Links** - R1, R2, R4, P4	• 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
Year 5	Peer Pressure	**PSHE Links** (KS2) - H18, H19, H20, H24, H35, H37, H38, H39, H41, R10, R11, R15, R17, R18, R22, R28, R29, R34, L4 **RSHE DfE Links** - R7, R8, R11, R13, R25, R29, R30, R31, R32, P3	• identify strategies we can use to keep ourselves and others safe • recognise ways to manage peer pressure • explain the potential outcomes that may happen when we take risks • recognise the impact and possible consequences of an accident or incident
	Adults' & Children's Views	**PSHE Links** (KS2) - H35, H37, H38, H39, H40, H41, H42, R6, R26, R29, R33, R34, L1 **RSHE DfE Links** - R2, R2, R19, R22, R28, R29, P13	Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.
Year 6	Water Safety	**PSHE Links** (KS2) - H37, H38, H39, H41, R15, R18, R28, R29, L1 **RSHE DfE Links** - R11, R29, R30, R31, R32	• 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
	Summative Topic	**PSHE Links** (KS2) - H35, H37, H38, H39, H40, H41, R15, R24, R26, R28, R29, L1 **RSHE DfE Links** - R11, R29, R30, R31, R32	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

1decision Knowledge and Skills Mapping

Keeping/Staying Healthy Module for years 1 - 6

	Topic	Knowledge	Skills Progression
Year 1	Baseline Topic	**PSHE Links** (KS1) - H1, H3, H4, H5, H7, H9, H17 **RSHE DfE Links** - P1, P5, P6, P12, P18, P19, P20, P28, P29, P30	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of keeping/staying healthy.
	Washing Hands	**PSHE Links** (KS1) - H1, H5 **RSHE DfE Links** - P6, P30	• understand why we need to wash our hands • know how germs are spread and how they can affect our health • be able to practise washing your hands • know the differences between healthy and unhealthy choices
Year 2	Healthy Eating	**PSHE Links** (KS1) - H1, H2 **RSHE DfE Links** - P20, P22, P23, P24	• know that food is needed for our bodies to be healthy and to grow • understand that some foods are better for good health than others • be able to list different types of healthy food • understand how to keep yourself and others healthy • know the differences between healthy and unhealthy choices
	Brushing Teeth	**PSHE Links** (KS1) - H1, H2, H5, H7, H10 **RSHE DfE Links** - P6, P24, P29	• understand why we need to brush our teeth • be able to practise brushing your teeth • know the differences between healthy and unhealthy choices • be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy
Year 3	Medicine	**PSHE Links** (KS1) - H6, H10, H31, H33, R17, R20 (KS2) - H10, H14, H40, R11, R15, R18, R26, R28 **RSHE DfE Links** - R8, R11, P25, P31	• know, understand, and be able to practise simple safety rules about medicine • understand when it is safe to take medicine • know who we can accept medicine from • understand the differences between healthy and unhealthy choices
	Summative Topic	**PSHE Links** (KS1) - H1, H2, H3, H4, H5, H6, H7, H9, H10, H17 (KS2) - H1, H2, H3, H6, H7, H9, H10, H11, H12, H13, H14, H15 **RSHE DfE Links** - P5, P12, P18, P19, P20, P21, P23, P24, P28, P29, P30	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

1decision Knowledge and Skills Mapping

Keeping/Staying Healthy Module for years 1 - 6

	Topic	Knowledge	Skills Progression
Year 4	Baseline Topic	**PSHE Links** (KS2) - H1, H2, H3, H4, H6, H7, H8, H9, H11, H15, H16, H21 **RSHE DfE Links** - P1, P5, P6, P9, P18, P19, P20, P21, P28, P29, P30	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of keeping/staying healthy.
	Healthy Living	**PSHE Links** (KS2) - H2, H3, H4, H5, H6, H7, H8, H9, H11, H13, H16, H21 **RSHE DfE Links** - P1, P5, P6, P9, P12, P18, P19, P20, P21, P22, P23, P24, P28, P29, P30	• 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
Year 5	Smoking	**PSHE Links** (KS2) - H1, H3, H4, H37, H46, H47, H48, H49, H50, R11, R15, R18, R28, L1 **RSHE DfE Links** - R8, R11, P25	• 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
	Adults & Children's Views	**PSHE Links** (KS2) - H1, H2, H3, H4, H7, H8, H10, H12, H13, H14, H15, H16, H21, H46, R8, R14, R33, R34 **RSHE DfE Links** - R1, R2, R8, R9, P1, P5, P6, P12, P18, P19, P20, P21, P24, P27	Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.
Year 6	Alcohol	**PSHE Links** (KS2) - H1, H4, H10, H37, H38, H46, H47, H48, H50, R9, R10, R15, R18, R28, R29, R34, L1 **RSHE DfE Links** - P25	• identify what is a risky choice • identify the risks associated with alcohol • describe how alcohol can affect your immediate and future health • develop and recognise skills and strategies to keep safe **To review drug extension skills progression see teachers notes**
	Summative Topic	**PSHE Links** (KS2) - H1, H2, H3, H5, H10, H12, H14, H15, H16, H18, H21, H22, H37, H39, H40, H46, H47 **RSHE DfE Links** - R31, R32, P1, P2, P3, P9, P10, P21, P25, P26, P27	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

1decision Knowledge and Skills Mapping

Relationships Module for years 1 - 3

	Topic	Knowledge	Skills Progression
Year 1	Baseline Topic	**PSHE Links** (KS1) - H15, H16, H17, H21, H22, R1, R2, R3, R4, R5, R23, L4, L6 **RSHE DfE Links** - R1, R2, R3, R4, R12	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of relationships.
	Friendship	**PSHE Links** (KS1) - H15, H24, R6, R8, R9, R11, R21, R22, R24, R25, L6 **RSHE DfE Links** - R7, R8, R9, R10, R12, R13	• understand how to be a good friend • be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view
Year 2	Bullying	**PSHE Links** (KS1) - H11, H12, H14, H16, H24, R6, R7, R9, R11, R12, R21, R24 **RSHE DfE Links** - R7, R8, R9, R11, R12, R13, R17, R25, P3, P7, P8	• be able to name a range of feelings • understand why we should care about other people's feelings • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours
	Body Language	**PSHE Links** (KS1) - H11, H12, H13, H14, H15, H16, H18, H19, R2, R5, R6, R8, R10, R21, R22, R24 **RSHE DfE Links** - R7, R8, R9, R10, R11, R13, P2, P3, P4	• be able to recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person's point of view • understand why it is important to care about other people's feelings
Year 3	Touch	**PSHE Links** (KS1) - H19, H25, R5, R10, R11, R12, R13, R16, R20, R21, R22, R25 (KS2) - H18, H24, R8, R9, R11, R18, R22, R25, R26, R29 **RSHE DfE Links** - R2, R6, R8, R9, R11, R12, R16, R19, R25, R27, R29, R30, R31, R32	• understand the difference between appropriate and inappropriate touch • know why it is important to care about other people's feelings • understand personal boundaries • know who and how to ask for help • be able to name human body parts
	Summative Topic	**PSHE Links** (KS1) - H16, H18, H19, H24, H32, H33, R2, R5, R6, R9, R10, R11, R12, R16, R17, R18, R20, R21, R22 (KS2) - H18, H24, R8, R9, R11, R18, R22, R25, R26, R29 **RSHE DfE Links** - R6, R7, R8, R9, R10, R11, R12, R13, R15, R16, R17, R25, R26, R27, R28, R29, R30, R31, R31, P3	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

1decision Knowledge and Skills Mapping

Growing and Changing Module for years 4 - 6

	Topic	Knowledge	Skills Progression
Year 4	**Baseline Topic**	**PSHE Links** (KS2) - H35 **RSHE DfE Links** - This assessment does not link to the DfE statutory elements	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of relationships.
	Appropriate Touch (Relationships)	**PSHE Links** (KS2) - H18, H19, H20, H21, H24, H25, H27, R1, R3, R4, R5, R6, R7, R8, R9, R16, R22, R24, R25, R27, R29, R32, L2, L6, L8 **RSHE DfE Links** - R1, R2, R3, R4, R5, R6, R12, R13, R16, R25, R26, R27, R28, R29, R30, R31, R32, P2	• identify the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable
Year 5	**Puberty**	**PSHE Links** (KS2) - H1, H17, H19, H24, H30, H31, H32, H34, R2 **RSHE DfE Links** - R32, P2, P3, P9, P21, P34, P35	• 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
	Adults & Children's Views	**PSHE Links** (KS2) - H19, H21, H24, R1, R6, R8, R10, R11, R14, R33, R34 **RSHE DfE Links** - R1, R2, R4, R7, R8, R9, R13, R14, P3, P6	Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.
Year 6	**Conception** Parents/carers can withdraw their children from this topic	**PSHE Links** (KS2) - H19, H30, H33, H34, R1, R2, R6, R7, R32, L8 **RSHE DfE Links** - R1, R2, R3, P35	• explain the terms 'conception' and 'reproduction' • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explain various different stages of pregnancy • identify the laws around consent
	Summative Topic	**PSHE Links** (KS2) - H17, H18, H19, H20, H24, H31, H32, H33, H34, R1, R18, R29, R31, L4 **RSHE DfE Links** - R4, R6, R7, R8, R9, R10, R11, R12, R13, R16, R25, R26, R29, R30, R31, R32, P34, P35	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

1decision Knowledge and Skills Mapping

Being Responsible Module for years 1 - 6

	Topic	Knowledge	Skills Progression
Year 1	Baseline Topic	**PSHE Links** (KS1) - H17, H22, H26, H27, R1 **RSHE DfE Links** - R2	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of being responsible.
	Water Spillage	**PSHE Links** (KS1) - H28, H29, H30, H35, H36, R21, L1 **RSHE DfE Links** - R2, R13, P32	• know how you can help people around you • understand the types of things you are responsible for • know how and understand the importance of preventing accidents • be able to recognise the differences between being responsible and being irresponsible
Year 2	Practice Makes Perfect	**PSHE Links** (KS1) - H3, H18, H22, H23, H24, R23, R24, R25, L14, L17 **RSHE DfE Links** - R12, P6, P19	• be able to name ways you can improve in an activity or sport • understand the importance of trying hard and not giving up • be able to see the benefits of practising an activity or sport • be able to learn ways to set goals and work to reach them
	Helping Someone in Need	**PSHE Links** (KS1) - H29, H32, R15, R17, R19, R20, R22 **RSHE DfE Links** - R8, R11, R13, R14, R15, R16, R28, R29	• know how you can help other people • be able to recognise kind and thoughtful behaviours and actions • understand the risks of talking to people you don't know very well in the community • be able to identify the differences between being responsible and being irresponsible
Year 3	Stealing	**PSHE Links** (KS1) - H14, H15, R6, R22, L12 (KS2) - R11, R18, R22, R26, R28, R31, L1 **RSHE DfE Links** - R8, R11, R13, R16, R19	• understand the differences between borrowing and stealing • be able to describe how you might feel if something of yours is borrowed and not returned • know why it is wrong to steal • be able to understand the differences between being responsible and irresponsible
	Summative Topic	**PSHE Links** (KS1) - H26, H29, R21 (KS2) - H35, H38 **RSHE DfE Links** - R8, R13	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

1decision Knowledge and Skills Mapping

Being Responsible Module for years 1 - 6

	Topic	Knowledge	Skills Progression
Year 4	**Baseline Topic**	**PSHE Links** (KS2) - H27, H28, H35, H37, H38, H41, R30, R34, L1, L4, L5 **RSHE DfE Links** - R2, R13	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of being responsible.
	Coming Home on Time	**PSHE Links** (KS2) - H35, H37, R26, R30, R31, L1, L30 **RSHE DfE Links** - R2, R4, R13, R19	• 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
Year 5	**Looking Out for Others**	**PSHE Links** (KS2) - H16, H18, H20, H21, H24, R10, R11, R13, R14, R17, R18, R19, R20, R22, R25, R31, L4, L10 **RSHE DfE Links** - R7, R8, R9, R11, R12, R13, R18, R19, R25, R27, R31, R32, P7, P8, P9, P10	• 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
	Adults' & Children's Views	**PSHE Links** (KS2) - H25, H27, H28, H35, H37, H39, R30, R33, R34, L3, L4, L5 **RSHE DfE Links** - R12, R13, R14	Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.
Year 6	**Stealing**	**PSHE Links** (KS2) - H37, R11, R22, R26, R30, R31, L1 **RSHE DfE Links** - R8, R11, R13, R14, R16, R19	• explain what consent means • recognise the importance of being honest and not stealing • explain why it is important to have a trusting relationship between friends and family • identify how making some choices can impact others' lives in a negative way
	Summative Topic	**PSHE Links** (KS2) - H28, H35, H37, H38, R11, R22, R24, R26, R30, R31, L1, L3, L4, L5 **RSHE DfE Links** - R8, R13, R14, R19	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

1decision Knowledge and Skills Mapping

Feelings and Emotions Module for years 1 - 6

	Topic	Knowledge	Skills Progression
Year 1	Baseline Topic	**PSHE Links** (KS1) - H11, H12, H13, H14, H15, H16, H18, H19, H24, R7, R10, R11, R20, R21 **RSHE DfE Links** - R32, P2, P3, P6, P7, P8	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of feelings and emotions.
	Jealousy	**PSHE Links** (KS1) - H11, H12, H13, H14, H15, H16, H18, H19, H21, H22, R10, R11, R12, R21, R22, R24, L14 **RSHE DfE Links** - R8, R9, R10, R11, R12, R13, R16, R17, R25, R27, P2, P3, P4	• be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words
Year 2	Worry	**PSHE Links** (KS1) - H11, H12, H13, H14, H15, H16, H18, H19, H24, H27, R5, R20, R25 **RSHE DfE Links** - R1, R2, R31, R32, P2, P3, P7	• be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words
	Anger	**PSHE Links** (KS1) - H11, H12, H13, H16, H17, H18, H19, H24, R21, R22 **RSHE DfE Links** - R10, R13, P2, P3, P4, P9	• be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words
Year 3	Grief	**PSHE Links** (KS1) - H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, R1, R2 (KS2) - H17, H18, H19, H20, H21, H23, H24, R6, R8, L4 **RSHE DfE Links** - R1, R2, P2, P3, P4, P7, P9	• be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words
	Summative Topic	**PSHE Links** (KS1) - H1, H3, H4, H9, H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, R2, R5, R9, R10, R20, R21 (KS2) - H4, H8, H15, H16, H18, H19, H20, H23, H24, R20, R29 **RSHE DfE Links** - R1, R29, R30, R31, R32, P1, P2, P3, P4, P6, P9	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

1decision Knowledge and Skills Mapping

Feelings and Emotions Module for years 1 - 6

	Topic	Knowledge	Skills Progression
Year 4	Baseline Topic	**PSHE Links** (KS2) - H1, H2, H3, H4, H5, H7, H8, H14, H8, H14, H15, H16, H17, H18, H19, H20, H21, H22, H23, H24, R10, R11, R13, R30, L4 **RSHE DfE Links** - R8, R9, R12, R13, P1, P2, P3, P4, P5, P6, P7, P9, P10, P18, P19	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of feelings and emotions.
	Jealousy	**PSHE Links** (KS2) - H17, H18, H19, H20, H24, H27, H28, H29, R10, R11, R13, R14, R16, R17, R20, R30, R33, L4, L25 **RSHE DfE Links** - R7, R8, R9, R10, R11, R12, R13, P2, P3, P4, P7, P9	• recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good • describe how we can support others who feel lonely, jealous, or upset • recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy
Year 5	Anger	**PSHE Links** (KS2) - H17, H19, H20, H24, H37, R25, R30, R33, R34 **RSHE DfE Links** - R2, R13, P2, P3, P4	• recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant • explain how feelings can be communicated with or without words • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger
	Adults' & Children's Views	**PSHE Links** (KS2) - H15, H17, H18, H19, H20, H24, R11, R13, R14, R33, R34, L4 **RSHE DfE Links** - R6, R7, R8, P2, P3, P7, P9	Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.
Year 6	Worry	**PSHE Links** (KS2) - H15, H17, H18, H19, H20, H24, H36 **RSHE DfE Links** - R1, R2, R4, P2, P3, P4, P6, P9	• recognise our thoughts, feelings, and emotions • identify how we can reduce our feeling of worry • explain how we can support others who feel worried • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people
	Summative Topic	**PSHE Links** (KS2) - H17, H18, H19, H20, H22, H23, H24, R13, R20 **RSHE DfE Links** - R1, R2, R4, R32, P2, P3, P4, P5, P6, P7, P9	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

1decision Knowledge and Skills Mapping

Computer Safety Module for years 1- 6			
	Topic	**Knowledge**	**Skills Progression**
Year 1	**Baseline Topic**	**PSHE Links** (KS1) - H9, H34, R10, R12, R19, L7, L8 **RSHE DfE Links** - R22, R24, R28, P11, P12, P13	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of computer safety
	Online Bullying	**PSHE Links** (KS1) - H9, H11, H13, H14, H15, R6, R10, R11, R12, R14, R21, R22 **RSHE DfE Links** - R9, R11, R12, R13, R16, R17, R20, R21, R24, R32, P8, P13, P15, P17	• understand how your online actions can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to recognise kind and unkind comments
Year 2	**Image Sharing**	**PSHE Links** (KS1) - H11, H13, H14, H24, H28, H29, H34, R6, R10, R11, R12, R17, R21, R22, L1, L7 **RSHE DfE Links** - R7, R8, R9, R12, R13, R19, R21, R24, R25, P2, P7, P8, P13, P15	• understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to list rules for keeping and staying safe
	Computer Safety Documentary	**PSHE Links** (KS1) - H9, H28, H34, R10, R12, R14, R15, R17, R20, R21, R22, L1, L7, L8, L9 **RSHE DfE Links** - R12, R13, R17, R19, R20, R21, R22, R23, R24, R25, R26, R28, R29, R30, R31, R32, P12, P13, P14, P15, P17	• understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to list rules for keeping and staying safe
Year 3	**Making Friends Online**	**PSHE Links** (KS1) - H16, H19, H28, H32, H34, R2, R6, R14, R15, R17, R19, R20, L9 (KS2) - H37, H38, H41, H42, R6, R11, R12, R18, R20, R22, R23, R24, R26, R28, R29, L11, L12 **RSHE DfE Links** - R1, R2, R8, R11, R19, R20, R22, R23, R25, R28, R29, R30, R31, R32, P13, P17	• be able to identify possible dangers and consequences of talking to strangers online • know how to keep safe in online chatrooms • be able to name the positives and negatives of using technology • understand the difference between safe and risky choices online
	Summative Topic	**PSHE Links** (KS1) - H9, H28, H34, R10, R12, R14, R17, R19, L1, L9 (KS2) - H13, H37, H42, R11, R12, R18, R20, R23, R24, R26, R28, R29, L1, L11 **RSHE DfE Links** - R17, R19, R21, R22, R23, R25, R28, R29, P2, P3, P4, P5, P7	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

1decision Knowledge and Skills Mapping

Computer Safety Module for years 1 - 6

	Topic	Knowledge	Skills Progression
Year 4	Baseline Topic	**PSHE Links** (KS2) - H37, H42, R30, L11, L12, L13, L14, L16 **RSHE DfE Links** - R20, R22, R23, R24, P11, P15, P16	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of computer safety
	Online Bullying	**PSHE Links** (KS2) - H18, H19, H20, H24, H42, R11, R13, R18, R19, R20, R22, R20, R31, L11 **RSHE DfE Links** - R1, R2, R8, R9, R11, R12, R16, R21, R23, R25, R31, R32, P3, P7, P8, P9, P13, P15, P17	• recognise the key values that are important in positive online relationships • identify the feelings and emotions that may arise from online bullying • develop coping strategies to use if we or someone we know is being bullied online • identify how and who to ask for help
Year 5	Image Sharing	**PSHE Links** (KS2) - H18, H20, H37, H38, H42, R10, R15, R18, R22, R28, R31, L1, L15, L16 **RSHE DfE Links** - R8, R9, R11, R12, R13, R15, R16, R25, R26, R32, P2, P17	• 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
	Adults' & Children's Views	**PSHE Links** (KS2) - H13, H37, H38, R12, R18, R20, R22, R23, R24, R29, R30, R33, R34, L1, L11, L15, L16 **RSHE DfE Links** - R17, R20, R21, R22, R23, R24, R25, R26, R28, R29, R30, R31, R32, P8, P11, P12, P13, P14, P15, P16, P17	Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.
Year 6	Making Friends Online	**PSHE Links** (KS2) - H35, H37, H38, H42, R1, R11, R12, R15, R18, R20, R22, R23, R24, R26, R28, R29, L1, L11 **RSHE DfE Links** - R11, R19, R20, R23, R25, R28, R29, R30 , R31, R32, P15, P17	• 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
	Summative Topic	**PSHE Links** (KS2) - H13, H35, H37, H42, R11, R12, R15, R18, R19, R20, R22, R23, R24, R26, R29, R30, R31, L1, L11, L12, L15 **RSHE DfE Links** - R11, R17, R19, R20, R21, R22, R23, R25, R28, R29, R30, R31, R32, P12, P13, P14, P15, P17	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

1decision Knowledge and Skills Mapping

Our World Module for years 1 - 3

	Topic	Knowledge	Skills Progression
Year 1	Baseline Topic	**PSHE Links** (KS1) - H26, L4 **RSHE DfE Links** - This assessment does not link to the DfE statutory elements	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of our world.
	Growing in Our World	**PSHE Links** (KS1) - H21, H22, H23, H26, R1, R2, R3, R4, R23, L2, L4, L6 **RSHE DfE Links** - R1, R2, R3, R4	• understand the needs of a baby • be able to recognise what you can do for yourself now you are older • be able to describe the common features of family life • be able to recognise the ways in which your family is special and unique
Year 2	Living in Our World	**PSHE Links** (KS1) - H29, R1, R2, R4, R21, L2, L3, L5, L16, L17 **RSHE DfE Links** - R1, R2, R13	• understand why we should look after living things • be able to identify how we can look after living things both inside and outside of the home • recognise why it is important to keep our communities and countryside clean • be able to encourage others to help keep their communities and countryside clean
	Working in Our World	**PSHE Links** (KS1) - R1, L5, L10, L11, L12, L13, L15, L16, L17 **RSHE DfE Links** - This topic does not link to the DfE statutory elements	• understand different ways we can receive money • know how to keep money safe • be able to describe the skills you may need in a future job or career • be able to recognise the differences between wants and needs
Year 3	Looking After Our World	**PSHE Links** (KS1) - R1, L2, L3, L5 (KS2) - L4, L5, L7 **RSHE DfE Links** - This topic does not link to the DfE statutory elements	• be able to explain the meaning of reduce, reuse, and recycle • recognise how we can help look after our planet • be able to identify how to reduce the amount of water and electricity we use • understand how we can reduce our carbon footprint
	Summative Topic	**PSHE Links** (KS1) - R21, R22, L2, L3, L5 (KS2) - L4, L5, L7 **RSHE DfE Links** - This assessment does not link to the DfE statutory elements	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

1decision Knowledge and Skills Mapping

The Working World Module for years 4 - 6

	Topic	Knowledge	Skills Progression
Year 4	Baseline Topic	**PSHE Links** (KS2) - L7, L17 **RSHE DfE Links** - This assessment does not link to the DfE statutory elements	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of the working world.
	Chores at Home	**PSHE Links** (KS2) - H16, H27, H28, H35, R6, R8, R30, R31, L1, L4, L5, L6, L7, L25, L26, L27, L28, L29, L30, L31, L32 **RSHE DfE Links** - R2, P5	• identify ways in which we can help those who look after us • explain the positive impact of our actions • describe the ways in which we can contribute to our home, school, and community • identify the skills we may need in our future job roles
Year 5	Enterprise	**PSHE Links** (KS2) - H20, R8, L17, L18, L20, L24 **RSHE DfE Links** - R2	• 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
	Adults' and Children's Views	**PSHE Links** (KS2) - R33, R34, L6, L7, L17, L18, L20, L26, L28, L31 **RSHE DfE Links** - This topic does not link to the DfE statutory elements	Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.
Year 6	In-App Purchases	**PSHE Links** (KS2) - H4, H35, H37, R30, L1, L5, L13, L17, L18, L19, L21, L22, L23, L24 **RSHE DfE Links** - R19, P9, P10, P13, P14	• 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
	Summative Topic	**PSHE Links** (KS2) - H37, R6, R8, R26, R30, L4, L5, L6, L7, L17, L19 **RSHE DfE Links** - R1, R13, R19	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

1decision Knowledge and Skills Mapping

A World Without Judgement Module for years 4 - 6

	Topic	Knowledge	Skills Progression
Year 4	Baseline Topic	**PSHE Links** (KS2) - R7, R21, R31, R32, R33, R34, L4, L6, L8 **RSHE DfE Links** - R3, R8, R12, R13, R16	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge about diversity, inclusion, stereotypes and British values.
	Breaking Down Barriers	**PSHE Links** (KS2) - H16, H25, H27, H28, R10, R11, R14, R5, R21, R31, R32, L4, L5, L6, L8, L10, L25 **RSHE DfE Links** - R7, R8, R9, R12, R13, R14, R15, R16, P5, P6, P7	• recognise positive attributes in others • explain why being different is okay • recognise your own strengths and goals, and understand that these may be different from those around you • identify some of the ways we can overcome barriers and promote equality
Year 5	Inclusion and Acceptance	**PSHE Links** (KS2) - H19, H20, H24, H25, H26, H27, R2, R3, R6, R7, R8, R11, R13, R14, R15, R16, R17, R20, R21, R30, R31, R32, R33, R34, L2, L4, L6, L8, L10 **RSHE DfE Links** - R2, R3, R5, R7, R8, R9, R12, R13, R16, P2, P7	• 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
	Adults' and Children's Views	**PSHE Links** (KS2) - H25, H27, R2, R6, R7, R11, R31, R33, R34, L4, L6, L7, L8, L10 **RSHE DfE Links** - R3, R12, R13, R16	Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.
Year 6	British Values	**PSHE Links** (KS2) - H24, H25, H27, R1, R6, R7, R11, R21, R30, R31, R32, R33, R34, L1, L2, L3, L4, L6, L7, L8, L9, L10 **RSHE DfE Links** - R3, R12, R13, R16, R18, R25	• understand that there are a wide range of religions and beliefs in the UK • explain each of the British values • create a range of values for your educational setting • explain how all religions can live in cohesion
	Summative Topic	**PSHE Links** (KS2) - R7, R31, R32, L4, L6, L7, L8 **RSHE DfE Links** - R3, R12, R13, R16	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

1decision Knowledge and Skills Mapping

Fire Safety Module for years 1 - 3

	Topic	Knowledge	Skills Progression
Year 1	Baseline Topic	**This module supports schools in covering the following:** **PSHE Links** (KS1) - H15, H16, H28, H29, H30, H32, H33, H35, H36, R17, R19, R20, R21, R22, L1, L5, L16 (KS2) - H19, H37, H38, H39, H40, H41, H44, R28, R29, R30, R31, L1, L6 **RSHE DfE Links** - R16, R29, R30, R32, P3, P32	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of fire safety.
	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 • understand why our emergency services are an important part of our community • be able to show my knowledge of fire safety to others
Year 2	Petty Arson		• understand the importance of being responsible and how our actions/ choices can affect others • be able to practise simple ways of staying safe and finding help • know that even small fires can be very dangerous • be able to identify the differences between safe and risky choices
	Enya and Deedee Visit the Fire station		• understand the importance of being responsible and how our actions/ choice can affect others • be able to show my knowledge of fire safety to others • understand the importance of being responsible and how our actions/ choices can affect others • be able to practise simple ways of staying safe and finding help
Year 3	Texting Whilst Driving		• understand how our actions and choices can affect others • be able to recognise how drivers can be distracted • know how to help others stay safe • be able to describe the differences between safe and risky choices
	Summative Topic		During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.

1decision Knowledge and Skills Mapping

First Aid Module for years 4 - 6

	Topic	Knowledge	Skills Progression
Year 4	Baseline Topic	**This module supports schools in covering the following:** **PSHE Links** (KS2) - H24, H38, H43, H44, R24, R29, L4 **RSHE DfE Links** - R28, R30, R32, P9, P32, P33	During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of first aid.
	First Aid Year 4		• identify and name situations that may require first aid • list reasons why someone may struggle to breathe • identify 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	First Aid Year 5		• 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 • know when to call for emergency help
	First Aid Year 6 (Part 1)		• identify a range of situations that may require first aid • understand how to support someone with a minor or serious head injury • understand 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	First Aid Year 6 (Part 2)		• identify a range of situations that may require first aid • understand how to support someone with a minor burn or scald • understand 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
	Summative Topic		During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.