



Pol-Ed[®]

A positive force in education[™]



Welcome

This booklet provides an overview of Pol-Ed, which is an educational resource designed by West Yorkshire Police and subject matter experts.

The programme is designed to meet the Policing Priorities, DfE Curriculum Framework and Ofsted Lines of Enquiry in order to keep our children safe and prepare them for their future role in society.

Great care has been taken to ensure the resources complement the statutory guidance towards RSHE and Citizenship, provide innovative assessment opportunities and of course, look great!

Alongside resources for schools, there is a range of educational materials for Police Forces and Local Authorities to deliver.

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What is Pol-Ed for Schools?

Pol-Ed for Schools is a full PSHE programme (EYFS to KS5) available in purchasing force areas, which is fully aligned to statutory RSHE guidance. It includes lessons, assemblies, assessment resources, and curriculum documentation to fully support schools in keeping pupils safe.

Purpose Statement

We work with teachers, police forces and local authorities to empower children with knowledge and skills that help them stay safe and make positive informed choices.



Mission

Through Pol-Ed lessons and inputs, we are creating the foundations for a world where every child feels safe, confident, and supported to thrive without fear of harm.



Vision

Pol-Ed delivers engaging, age-appropriate education that equips children with safety strategies, fosters resilience, and strengthens partnerships between schools, police, and wider communities.



Our school resources are split into 4 different topic areas

Each topic includes lessons that give pupils essential knowledge aligned with statutory RSHE, Keeping Children Safe in Education (KCSiE), and national safeguarding priorities. Our aim is to ensure pupils have the understanding they need to make informed, confident decisions in everyday life.



Relationships

We cover healthy, respectful relationships, personal, family, and professional, across all stages of life. This includes all statutory relationships content outlined in the 2025 RSHE guidance.



Keeping Safe

We cover how pupils can stay safe both in real life and online. Key topics include exploitation, digital harms, and balancing independence with risk, all fully aligned with the 2025 statutory RSHE guidance.



Understanding the Law

Pol-Ed covers key laws to help pupils understand legislation in Britain, such as the Equality Act 2010, and explore how aspects of the legal system work, including the age of criminal responsibility. This supports schools in promoting Fundamental British Values.



Wellbeing

Our lessons help pupils understand how to care for their physical and emotional health, advocate for their well-being, and navigate the changes they'll experience as they grow. All content is fully aligned with the 2025 statutory RSHE guidance.

Passports

Pol-Ed Passports feature eight key skills and attributes. Each lesson highlights a specific Passport Stamp, and there are passport lessons with downloadable certificates for every key stage. This promotes character development and gives teachers a practical way to evidence RSHE progress, providing feedback on both skills and knowledge.



How can Schools use Pol-Ed?

- 1 Pol-Ed offers schools a range of lessons, assemblies and assessment resources that meet the 2026 statutory RSHE guidance.
- 2 Subject matter experts create our lessons and Police Officers quality assure them to ensure that any references to laws are accurate.
- 3 The resources are completely FREE for all schools within a purchasing Police Force area.
- 4 Our free, online CPD supports teachers in both delivering and leading RSHE, wider Personal Development and Wellbeing within schools.
- 5 Our Pol-Ed Passport resources provide a unique tool to support with assessment and character development.
- 6 Designed to save teachers time, all lessons and supporting resources are fully planned to support straightforward delivery.

Statutory Guidance & RSHE Guidance

What is the statutory RSHE guidance?

The statutory RSHE guidance is a government document that explains what all schools in England must teach about relationships, sex and health education (RSHE). The guidance was written and published by the Department for Education (DfE). It was informed by a national consultation, expert input, and feedback from young people. The new guidance (compulsory for schools from 1st September 2026), replaces the previous guidance published in 2019.

Does the Pol-Ed curriculum meet the statutory RSHE guidance?

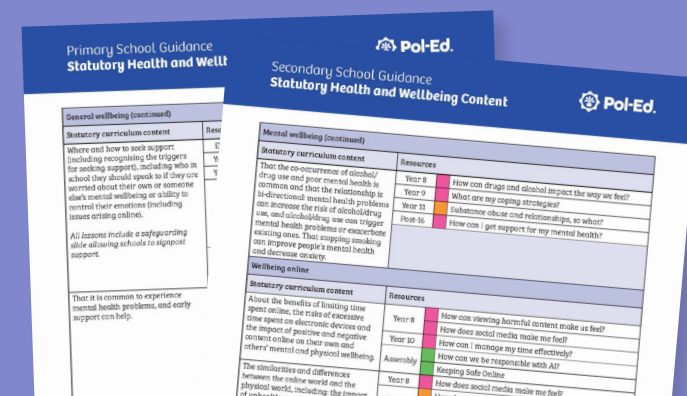
Yes! The new Pol-Ed curriculum meets all the statutory relationships and health education to be taught in primary schools and all the statutory relationships, sex and health education to be taught in secondary.

How have Pol-Ed achieved this?

Once the new statutory guidance was released, our subject matter experts went through each section, line by line. Existing content was mapped against the new statutory guidance and gaps in the content were identified. New lessons were created, and existing lessons amended, to ensure all statutory content was covered.

How do we know what is covered and when?

Our curriculum documents outline all the statutory content for primary and secondary phases, and signpost the lessons that meet each criteria. The documents are structured in a format which reflects the Department for Education's statutory guidance.



How does Pol-Ed align with the statutory guiding principles for relationships, sex and health education?

Pol-Ed wholeheartedly agrees with and follows the guiding principles as outlined in the statutory guidance.

We engage with pupils by visiting schools and seeking pupil voice, as well as carrying out student voice questionnaires. Pol-Ed also utilises any external documents that capture the national picture of children and young people's perceptions and experiences.

Engagement with parents and carers is crucial. The parent page on our website outlines Pol-Ed's aims and objectives. We have also started developing information for parents and carers to support them with having important safeguarding conversations at home. This area will continue to develop over time, with further resources focused on parents and children.

Pol-Ed ensures a positive curriculum by promoting healthy norms about relationships and wider behaviour of children and young people. Great care is taken to ensure our case studies and scenarios are inclusive and free from harmful biases.



Roadmaps

We have carefully designed our Pol-Ed roadmaps with a suggested curriculum order for each year group. At the top of each roadmap you will find a clear rationale which outlines why the lessons have been sequenced in this order. The Pol-Ed roadmaps are a tool designed to support our Pol-Ed members and reduce workload however they are optional and we recognise that each school may have different needs and methods of implementing Pol-Ed.

Our curriculum is spiral in design to ensure that our topics are sequenced in a way that allows for knowledge and skills to be developed in an age appropriate way over time, for example, consent is first explored in EYFS and year 1 through the lens of 'safe hands' and 'how to play nicely', before consent within friendships and then consent within romantic relationships is explored across older year groups.

Passports

Pol-Ed Passports provide a structured framework to assess and evidence pupils' personal development within PSHE education. They sit alongside the taught knowledge content, enabling teachers to recognise and monitor progress in key life skills that cannot be measured through factual assessment alone.

These skills are known as **Passport Stamps**, and cover: **Empathy, Fact Finding, Future Planning, Informed Decision Making, Resilience, Respect, Self Worth and Understanding Risk.**



We believe that when young people leave school having developed these skills, they are better equipped to be safe, responsible and confident in their lives beyond education. Passport stamps are embedded within every Pol-Ed lesson, allowing teachers to observe and assess how pupils demonstrate these skills in real-life contexts. Assessment of knowledge is gathered through case studies, role play, scenarios, open-ended questioning, group discussion and personal reflection.

All Pol-Ed lesson plans clearly identify the key skill being developed, and each key stage (from Early Years to Key Stage 4) has a dedicated lesson for each stamp. These lessons enable pupils to: understand what each skill means, explore real-life examples, practise applying the skill, reflect on their own strengths and areas for development. This ensures that these important life skills are not only experienced but are explicitly taught and understood.

A wide range of supporting materials are available within the Resources section of the Pol-Ed website, including: printable passports, evidence sheets for recording skill development, certificates, and self-evaluation tools.



Theory of Change

Our Impact

A safer, more resilient community where children and young people (CYP):

Understand risks and consequences, enabling them to make informed choices.

Demonstrate positive attitudes and behaviours that reduce vulnerability to harm and prevent crime.

Contribute to safer communities through increased confidence, trust, and constructive engagement with policing.

Outcomes

Achieving meaningful short-, medium-, and long-term outcomes depends on children receiving as much of the full Pol-Ed Programme as possible. When delivery is consistent and comprehensive, the programme can build knowledge, skills, and behaviours progressively, creating the conditions for sustained impact over time.

Short-Term Outcomes

CYP increase their awareness of key safeguarding and crime prevention topics (e.g. exploitation, online safety, healthy relationships, financial literacy).

Improved understanding of the role of policing and how to access help.

Positive shifts in attitudes toward personal responsibility, safety, and lawful behaviour

Intermediate Outcomes

CYP apply their learning to make safer, more informed decisions.

Reduction in misconceptions and myths about policing, the law, and criminal risk.

Increased empathy, resilience, and ability to assess credible information.

Strengthened relationships between schools, communities, and police.

Long-Term Outcomes

Reduction in youth involvement in crime and antisocial behaviour (informed by school, local authority, and police data).

CYP feel confident and empowered to report concerns and avoid risky behaviours.

Reduced demand on police services relating to preventable youth incidents.

More trusting and collaborative relationships between CYP, communities, and policing.

Safer environments for CYP, reducing vulnerability to harm.

Activities

- Deliver age-appropriate Pol-Ed sessions to schools and youth settings (EYFS to Post-16).
- Provide digital and physical resources aligned with statutory PSHE/RSHE and safeguarding guidance.
- Offer CPD and implementation support for teachers to ensure high-quality delivery.
- Provide targeted police-led inputs where needed as early intervention or response to emerging local issues.
- Collaborate with local safeguarding partners, education providers, and community organisations.

Outputs

- Number of Pol-Ed sessions, assemblies, and CPD events delivered.
- Uptake and engagement with Pol-Ed resources across schools and youth settings.
- Feedback and evaluation results from CYP, teachers, officers, and partners.
- Behavioural and safeguarding indicators such as:

Attendance

Early help/safeguarding referrals

Exclusions

Recorded incidents involving CYP

- Evidence of increased knowledge, confidence, and attitude change through pre/post assessments or surveys.

Assumptions

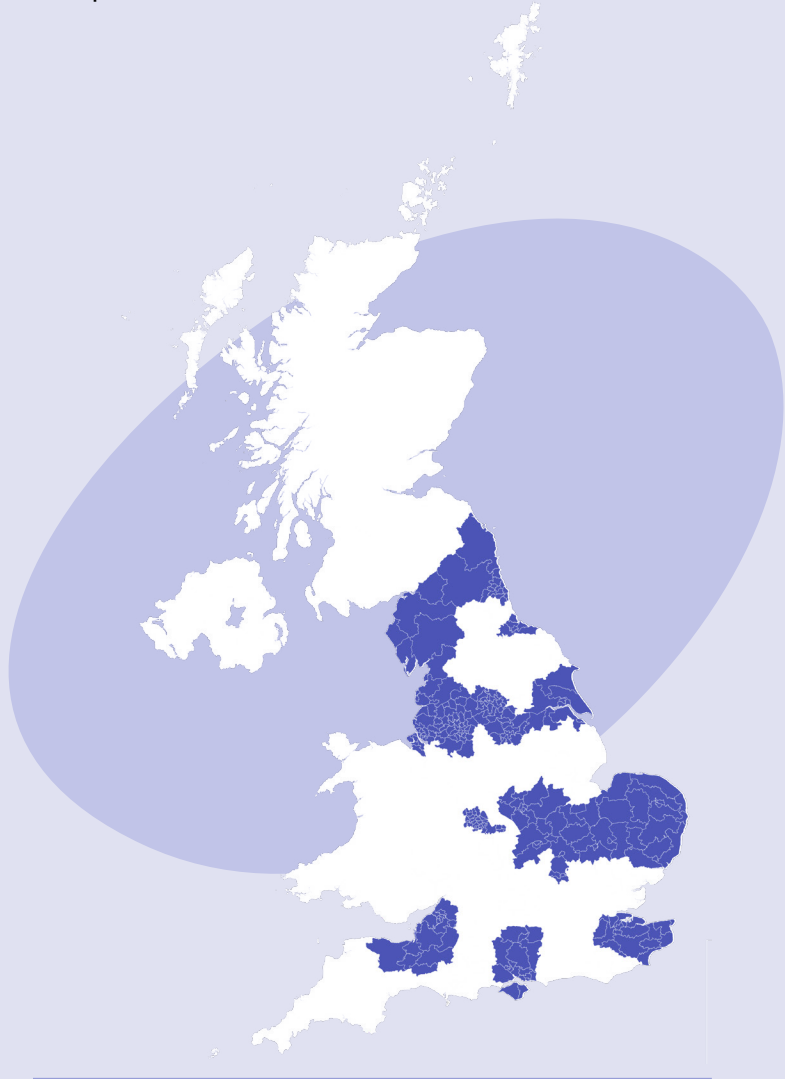
- Police forces adopt the Pol-Ed programme consistently and integrate it within local prevention strategies.
- Schools and education partners remain willing to engage and provide access to CYP.
- Messaging remains inclusive, culturally sensitive, and aligned to national safeguarding and curriculum standards.
- Attitude and behavioural changes can be measured reliably through proxy indicators and mixed-method evaluation.

External Factors

- National changes in education, policing, or safeguarding policy.
- Media or public narratives influencing perceptions of policing.
- Local socio-economic conditions affecting vulnerability or engagement.
- Emerging crime trends and risks (e.g., online harms, exploitation models, substance misuse).
- Variation in local police capability, staffing, or training capacity.

An Initiative for Your Force Area

By investing in Pol-Ed, forces will provide access to Pol-Ed for Schools, for Forces, for Local Authorities and for Parents.



Pol-Ed in Numbers



**Pol-Ed
Police Forces**

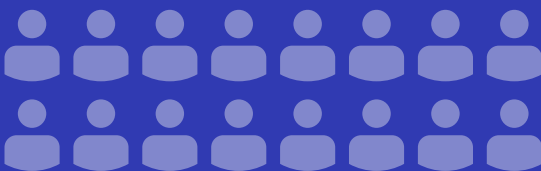
Avon & Somerset | Bedfordshire
Cambridgeshire | Cleveland | Cumbria
Greater Manchester | Hampshire
Humberside | Kent | Lancashire
Leicestershire | Merseyside | Norfolk
Northamptonshire | Northumbria
South Yorkshire | Suffolk
West Midlands | West Yorkshire



**Lessons,
Assemblies &
Passports**
delivered since launch.



Schools
across Pol-Ed Police
Forces.



Users
Registered to Pol-Ed.



Children
have had a Pol-Ed
delivery.

Pol-Ed Phases Overview

Pol-Ed is structured around a three-phase model of intervention, designed to support young people at different levels of need, while clearly defining the role of schools, officers and wider partners.

The strength of Pol-Ed lies in how these phases work together - Phase 1 prevents, Phase 2 reinforces and targets and Phase 3 intervenes. As a Safer Schools Officer, you are uniquely positioned to connect all three, ensuring a joined-up approach that supports young people at every stage.



Phase 1 resources are the foundation of Pol-Ed. It consists of curriculum-based lessons delivered by teachers in schools to support their pupils.



Phase 2 builds on Phase 1 by introducing targeted police-led inputs.

- This includes:
- Pol-Ed police input sessions
 - Youth input and engagement opportunities
 - Responsive delivery linked to local or emerging issues
 - Delivering sessions where they will have the most impact.
 - Using professional experience to contextualise risks for pupils.

This phase strengthens relationships and ensures messaging in credible, current and locally relevant.

Phase 3 is focused on direct intervention, linked to Outcome 22s.

- This is for:
- Pupils at higher levels of risk
 - Those already involved in, or vulnerable to, offending or harm.
 - Work alongside partners to safeguard and redirect young people.
 - Ensure consistency between intervention work and earlier Pol-Ed messaging.

This phase is all about targeted support and behaviour change, building the foundations laid in Phases 1 and 2.

	Relationships	Keeping Safe	Understanding the Law	Wellbeing
EYFS Passport	What are emotions?	What is empathy?	What is respect?	
	What is self-worth?	What is resilience?	What is risk?	
EYFS	How can I be a good friend?	How can I play safely?	What are rules?	How can I be a germ buster?
	How can I make other children feel happy?	How can I keep safe at school?	What are consequences?	How does food help me?
	How can I play nicely with others?	How can I keep safe at home?	What can I do if I'm feeling big emotions?	How does exercise help me?
	How can adults at school help me?		Who are the police and how do they help us?	
Year 1	How can I be an ally?	How can I keep safe in new places?	How can I be responsible?	What makes me special?
	How can I make friends?	How can I speak up?	What can happen when rules are broken?	What do feelings feel like?
	What if my friends are making me feel sad?	How can I use things at home safely?	What do the police do?	How can I share my feelings?
	What is bullying?	What is 999?	Why have different rules in different places?	How can I be an empathy expert?
	Why are safe hands important?	What is private information?		
	Why is name calling unkind?	Who are my trusted adults?		
Year 2	How are we the same? How are we different?	How can I keep safe online?	What are needs and wants?	How can I deal with change?
	How can I work with different people?	What are different types of meetings?	What is a job?	What does it mean to be healthy?
	How do I share family worries?	What are medicines?	What is money?	How can I look after my body?
	What is a family?	What are private body parts?	What is the internet?	Why is sleep important?
	Why are relationships important?	What is fire safety?	Why does age matter?	When do I need to take a break? What are the risks of video gaming?
KS1 Passport	What is empathy?	What is future planning?	What is resilience?	What is self-worth?
	What is fact finding?	What is informed decision-making?	What is respect?	What is risk?

	Relationships	Keeping Safe	Understanding the Law	Wellbeing
Year 3	How should we treat people?	How can I share my worries?	How can I be a responsible citizen?	What is mental health?
	What can I do when friendships go wrong?	What are emergency services?	How do we enforce the law?	What am I good at?
	What do we mean by consent in friendships?	What are emergency situations?	What are children's rights?	How can intense feelings feel?
	What is bullying?	What do we mean by risk?	What is the law and why do we have it?	What words can I use to talk about my feelings?
	Who are my key people?	When should I break a secret?		How can vaccinations support our health?
Year 4	How can we be role models?	How can I keep safe in my local area?	How can I respect my environment?	How do my choices help me to be healthy?
	What is a healthy friendship?	How can we keep safe on the road?	What are protected characteristics?	What are healthy habits?
	What is discrimination?	What are hazards in the home?	What can I be?	Why is food fuel?
	What is diversity?	What is first aid?	What is hate crime?	How can I be a hygiene hero?
	What is peer influence?	Who do I encounter?		How does school build my character?
Year 5	Who makes up my community?			What is my body trying to tell me?
	How can my adult relationships affect my future?	How can we keep our things safe?	How do rules help our community?	What is my personal identity?
	How do words have power?	How can we use our phones sensibly?	What can and can't I do on the internet?	How might puberty impact the way I feel?
	What are my personal boundaries?	What are deep fakes?	What is gambling?	How might being online impact the way I feel?
	What are online friendships?	What are the risks with money?		How might my activity levels impact the way I feel?
	What is grooming?	What do I know about drugs?		How might school impact the way I feel?
Year 6	What is media influence?	Why are our special people important?		How can drugs and alcohol make people feel?
	What is peer pressure?	What is media literacy?		
	How can I get ready for secondary relationships?	How is my data shared?	What different types of crime are there?	What does adulthood look like?
	How can we be allies against racism?	What is spiking?	What does the law say about legal drugs?	How can I re-frame my thinking?
	How can we challenge sexism?	What is the issue with addiction? (Vaping/smoking)?	What does the law say about marriage?	How can I seek support for my mental health?
	How can we respect different relationships?	Why does media have age restrictions?	What is a weapon?	How can I manage moving to high school positively?
	What is a debate?	Bonfire Night Lesson	What is antisocial behaviour?	What is grief?
	What is my relationship with authority?	Halloween Lesson	What is shop theft?	

	Relationships	Keeping Safe	Understanding the Law	Wellbeing
Year 7	Is this banter or bullying?	How do we balance independence and risk?	What is the age of criminal responsibility?	What range of emotions are there?
	What is child on child abuse?	How can we be responsible road users?	What are protected characteristics?	What are my strengths?
	How do I deal with conflict?	What is an addiction?	What is hate crime?	What are my areas to develop?
	How can we deal with friendships breaking down?	What is vaping all about?	What is anti-racism?	What influences my health choices?
	Why is trust important?	How do I report a concern?	What is LGBTphobia?	How can vaccinations support our health?
Year 8			What is honour-based abuse?	How can I cope with puberty?
			How can it feel to witness a crime?	
	Are we responsible with social media?	What happens if there is an emergency at school?	What does the law say about the possession of drugs?	How can viewing harmful content make us feel?
	How do I deal with unplanned encounters?	How safe are legal drugs?	What is stop and search?	How does social media make me feel?
	How can I deal with my friends using drugs and alcohol?	What is financially motivated sexual extortion?	What are E-Rides?	How can drugs and alcohol impact the way we feel?
Year 9	What are red flags in relationships (friendship & romantic)?	What are deep fakes?	What is phishing and hacking?	What are mental health conditions?
		What are my algorithms?	What are threatening behaviours?	How might relationship changes impact our wellbeing?
			What is money laundering?	
	What is consent in a relationship?	What is child criminal exploitation?	What do we mean by intimidation?	What is expected of me?
	What is sexism?	What makes a gang a gang?	What is anti-social behaviour?	How do I deal with setbacks?
Year 10	What is child sexual exploitation?	What are the links between gaming and grooming?	What is victim support?	What are my coping strategies?
	What's the issue with nudes?	What are microtransactions (gaming)?	What are county lines?	What is self-harm?
	How does the media portray sex and relationships?	What is asphyxiation?	Can I legally get contraception?	What is mental health stigma?
	How can I manage online relationships?		How might the internet influence illegal behaviour?	How can relationships impact the way I feel?
				How can I support the health of others?
KS3 Passport	What is empathy?	What is future planning?	What is resilience?	What is self-worth?
	What is fact finding?	What is informed decision-making?	What is respect?	What is risk?

	Relationships	Keeping Safe	Understanding the Law	Wellbeing
Year 10	What are my relationship values?	How can we approach new situations?	What is extremism?	What are my well-being warning signs?
	What is emotional abuse?	How can we be street savvy?	What is radicalisation?	How can I take responsibility for my health?
	What is incel culture?	Why is fighting not the answer?	Is it OK to protest?	How can I manage my time effectively?
	What is toxic culture?	What are the risks of carrying a knife?	What are public order offences?	How can I demonstrate assertiveness?
	What is image based sexual abuse?	What first aid is useful to know?	How can we balance freedom with the law?	How can I navigate health care services?
Year 11	How can I manage online relationships?	How is my data used?		When might weight gain be unhealthy?
	How can I seek support about my behaviour in relationships?	How can I get help when there are legal consequences?		
	What are sexual offences?	What can go wrong when using substances?	What are mitigating factors?	What are life changes?
	What is victim blaming?	What is the issue with lending money?	What is culpability and harm?	How can I cope with exams?
	What is the difference between an arranged and a forced marriage?	How can I avoid financial exploitation?	What does the law say about contraception?	What does it mean to catastrophise?
Year 12	What is the influence of porn on relationships?	When is gambling problematic?	What does the law say about pregnancy and STIs?	How do I feel about leaving school?
	Substance abuse and relationships, so what?	Can you ever be sure what you are taking?	What does the law say about getting a job?	What makes me employable?
	What is a family?			Why does gynaecological health matter to everyone?
	What is my relationship with AI?			How might sexual health impact wellbeing?
KS4 Passport	What is empathy?	What is future planning?	What is resilience?	What is self-worth?
	What is fact finding?	What is informed decision-making?	What is respect?	What is risk?
Post-16	How do we manage stages of intimacy?	What does car safety mean for new drivers?	What to do if you suspect a sexual offence?	How can I get support for my mental health?
	Who are you?	What are your responsibilities as a passenger?	What is fair and legal about making money?	How can I take responsibility for my physical health?
	Who are your people?	How do we manage independence?	Why are employment contracts important?	How can I evidence my strengths?
	How to spot and respond to coercive control.	How do I manage my personal safety?	What is the impact of a criminal record?	
	How should we end romantic relationships?	How do we manage other adults?	Too good to be true? (Scams etc.)	
Year 13	How do we develop our online brand?	What happens in sexual health services?		
	What is harassment?	How do we manage cyber security?		
		What is stalking?		

Supporting Documentation

We are proud to be relevant and responsive to the national picture of issues impacting children and young people, and are able to utilise our policing relationships to ensure we are ahead of the curve when it comes to emerging and shifting topics, such as how illegal drugs are being consumed and distributed, the changing landscape of exploitation and the emergence of new AI enabled crime.

We support teachers and wider professionals to be skilled deliverers of participatory education by offering a comprehensive CPD programme exploring key information, pedagogical ideas, and signposting in relation to key PSHE topics. Lastly, we encourage a whole school approach by ensuring our curriculum can be utilised by all, and through out passport lessons and certification which can be used as part of a whole school rewards strategy.

Our downloadable documents for supporting your delivery of Pol-Ed include:

Pol-Ed's Approach to CPD

Child Exploitation and Pol-Ed

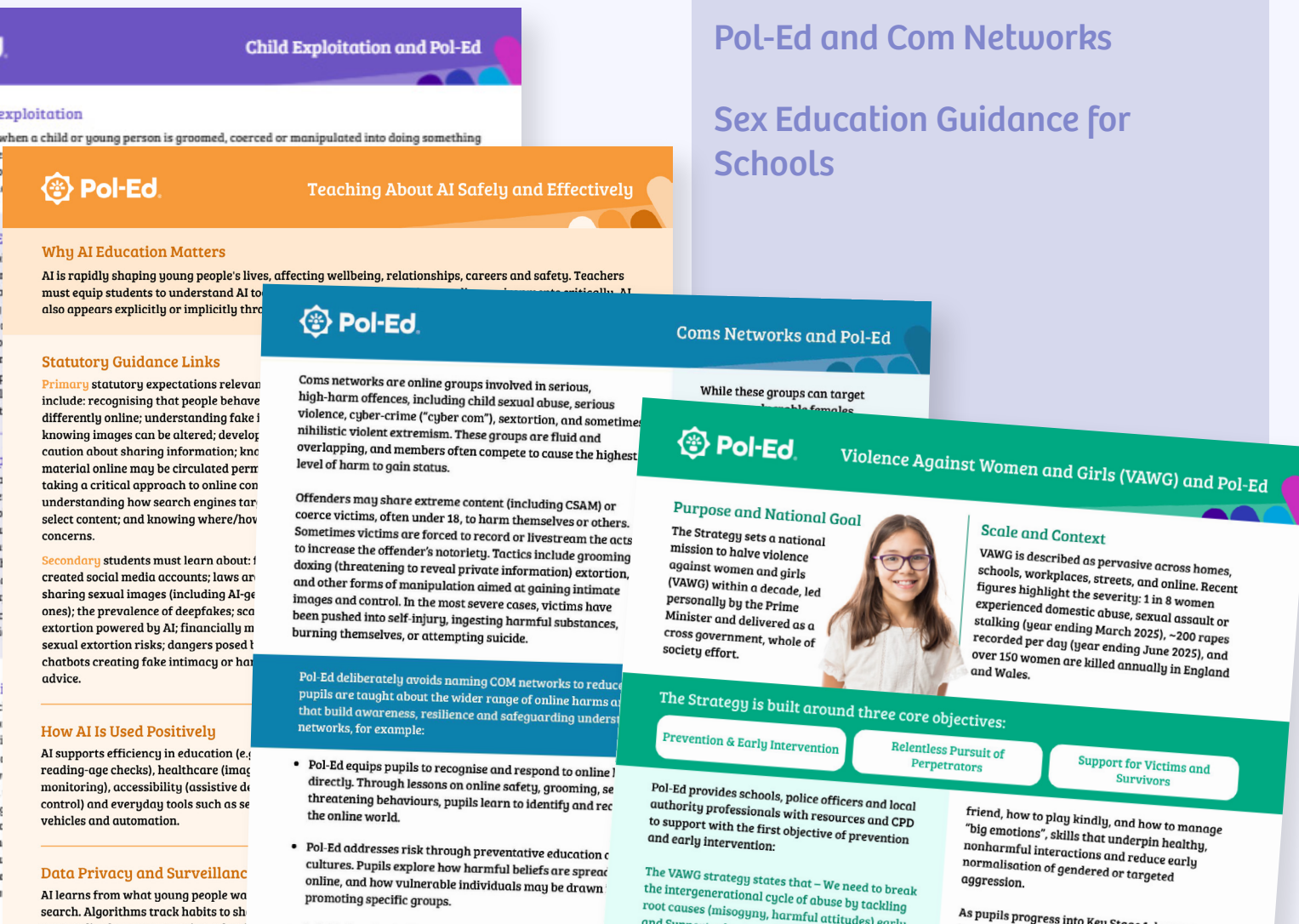
Pol-Ed and the Revised RSHE Curriculum

Talking About AI Safely and Effectively

Pol-Ed and VAWG

Pol-Ed and Com Networks

Sex Education Guidance for Schools



Is your school ready for Pol-Ed?



A positive force in education™

Want to find out more?

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All data, statistics and impressions are correct as of April 2026.