RSE & PSHE

Long-term plan

Mixed-age

Kapow Primary's full 36-week **RSE & PSHE** curriculum plan for EYFS, KS1 and KS2 for schools who teach **RSE & PSHE** on a weekly basis.

This document is updated regularly to reflect changes to our content. This version was updated on 22.05.26

The information in this document will also be available digitally via Kapow Primary's *RSE & PSHE curriculum portal* (coming soon!) and *curriculum information page*..

Find the most up-to-date version here.

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Curriculum support

Kapow Primary's curriculum access is being improved to make resources more searchable, user-friendly and sustainable.

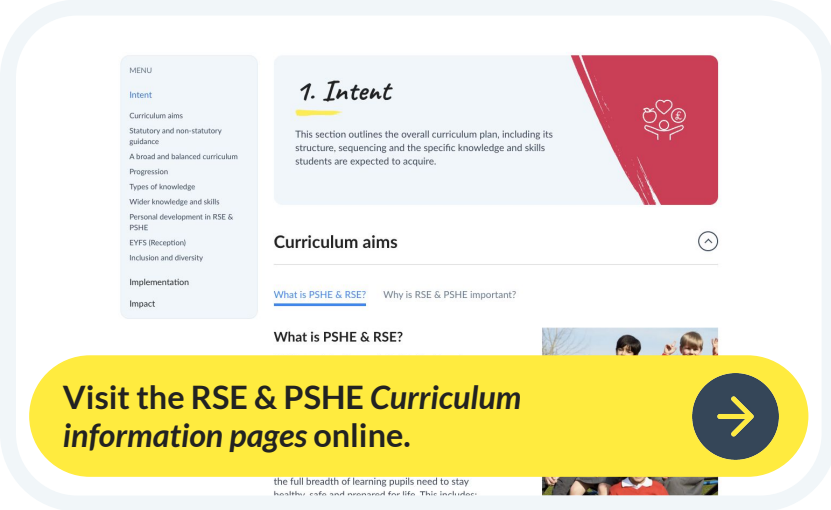
Curriculum information pages and *Curriculum portals* bring together content that was previously only available across multiple PDF documents. This allows quicker access to key information and ensures that the most up-to-date guidance is always available.

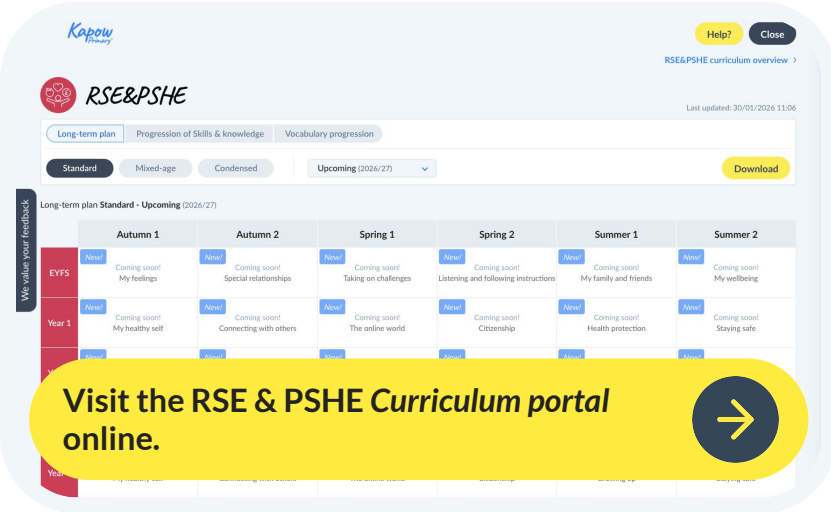
Curriculum information pages

These pages outline the intent, implementation and impact of the Kapow Primary curriculum, including the rationale behind the approach. They act as a central hub for curriculum guidance, with links to related resources, embedded media and FAQs to support understanding.

Curriculum portals

The *Curriculum portals* provide an online view of each subject's long-term plan and progression. They bring together key unit information, including national curriculum links, British values and SMSC, knowledge and skills, vocabulary and cross-curricular connections, allowing easy navigation between whole-school and unit-level views.





Contents:

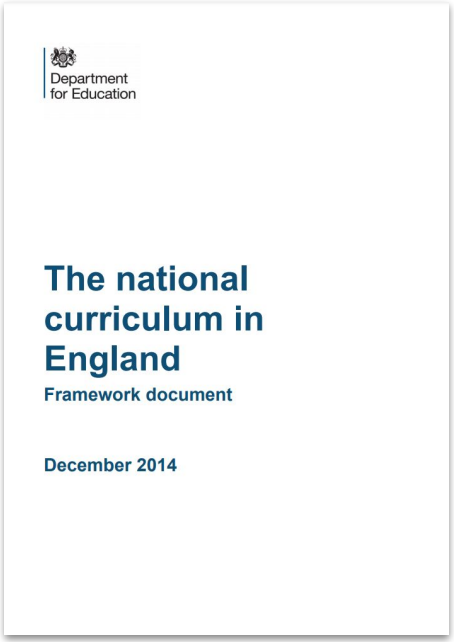
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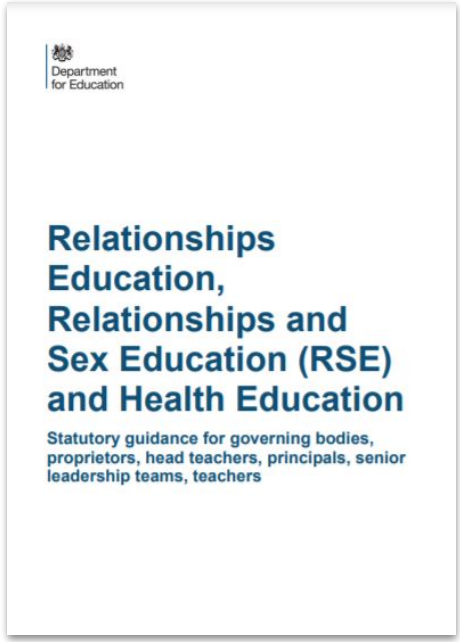
How does Kapow Primary help meet the statutory (and non-statutory) guidance for RSE & PSHE?

Kapow Primary's RSE & PSHE curriculum meets the statutory requirements for Relationships and Health Education (2025) set out by the Department for Education. It also fulfils the National curriculum requirement to teach PSHE, offering a broad and balanced scheme that equips pupils with the knowledge, skills and attitudes they need to lead safe, healthy and fulfilling lives.

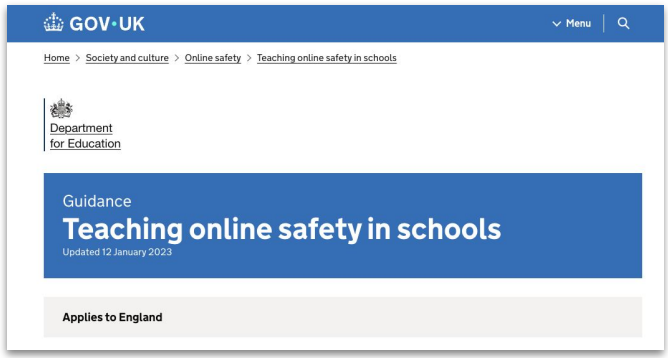
When taught alongside Kapow Primary's *Computing scheme*, the programme helps schools cover the Government's 'Education for a Connected World' framework (see *Education for a Connected World framework mapping - coming soon*) and helps schools meet the non-statutory guidance requirements of Teaching online safety in schools.



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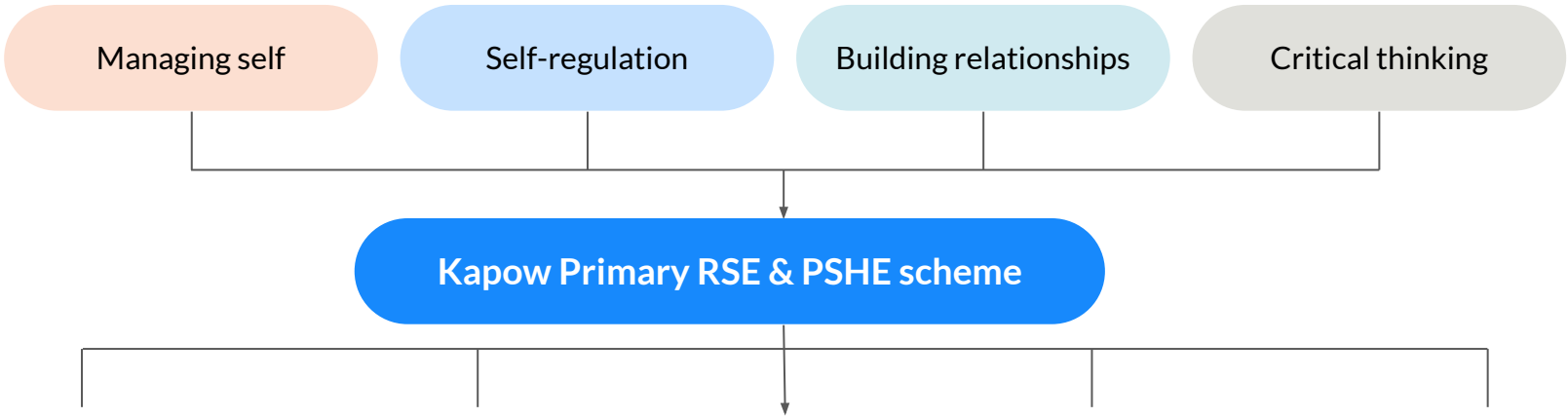
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How is Kapow Primary's RSE & PSHE scheme organised?

RSE Statutory guidance (and non-statutory Sex education)

Teaching online safety in schools (non statutory)

Citizenship programmes of study for key stages 1 and 2 (non statutory)



Kapow Primary key areas

*This area supports the teaching of statutory content

Key areas returned to every year

- My healthy self*
- Connecting with others*
- The online world*
- Citizenship

- Health protection*
- Staying safe*
- Growing up*
- **First aid** (Year 6 only)
- **Sex education** (Year 6 only)

Developing knowledge, skills and attributes in RSE & PSHE

The Kapow Primary RSE & PSHE scheme provides full coverage of the statutory RHE requirements from Year 1 to Year 6 and supports the statutory EYFS framework for Personal, Social and Emotional Development (PSED). While the RHE guidance starts at Year 1, the EYFS Framework outlines early developmental goals in areas such as self-regulation, managing self and building relationships. As such, the scheme meets statutory expectations and supports pupils in developing lifelong skills.

The scheme is organised into clear content areas (e.g. My healthy self, Staying safe, The online world and Connecting with others) that structure learning and support pupils in building knowledge, skills and attributes progressively and meaningfully. Each area maps pupils' progress towards the knowledge in the statutory RHE guidance. Learning follows a spiral curriculum model: revisiting, deepening and applying key concepts over time to promote long-term retention, connections across topics and practical skill application.

To strengthen this progression further, the scheme is underpinned by four strands that run throughout every year group:

- Self-regulation.
- Managing self.
- Building relationships.
- Critical thinking.



The first three strands are drawn from the EYFS Framework and extended through KS1 and KS2 to ensure continuity in pupils' social and emotional development. The fourth strand, Critical thinking, reflects the growing need for pupils to question what they see and hear – especially online – and to make informed, thoughtful decisions.

These strands are woven through the curriculum so that as pupils build knowledge, they also develop the personal and social competencies they need to thrive.

Exploring the strands

Self-regulation

Self-regulation involves recognising and managing emotions, thoughts and behaviour. It includes understanding feelings and their causes, staying calm when facing challenges, dealing with conflict respectfully and staying focused to follow instructions and complete tasks.

Developing self-regulation helps pupils to manage themselves in the moment, especially when responding to others or facing challenging situations.

Managing self

Managing self means taking responsibility for personal needs, choices and behaviour. It includes looking after the body, health and general wellbeing; for example, keeping clean and healthy, trying again when things go wrong and learning and following rules.

Developing this strand helps pupils take greater ownership of their behaviour, routines and choices.

Building relationships

Building relationships means making positive connections with different people, including friends, family members, adults in school and others in the community. To achieve this, pupils learn to start and join conversations respectfully, communicate in different situations, build trust by showing respect and set clear personal boundaries.

Developing this strand helps pupils form and maintain strong, healthy connections with others over time.

Critical thinking

Critical thinking is the ability to think independently and make thoughtful, well-informed decisions. It involves asking questions, exploring ideas and considering different perspectives to interpret information and form balanced opinions.

In a world where information is everywhere – and not always reliable – critical thinking helps pupils to question what they see, hear and read, including online.

Exploring the key areas

The following four key areas are taught and revisited regularly within the cycles.

While there is a natural overlap between the areas, organising the curriculum into distinct key areas helps to structure the learning effectively.

My healthy self
(statutory)

These units help pupils understand how to look after mental and physical health.

Pupils learn to recognise their feelings and moods, identify signs of good and poor mental health and understand how to seek support for themselves or others.

Pupils also learn to care for their physical health through hygiene routines, healthy eating and staying active. They consider the impact of a poor diet or sedentary lifestyle and identify the choices they can make to improve their health. Alongside this, they learn how to manage poor health and ask for help when needed.

Connecting with others
(statutory)

These units focus on building positive relationships and recognising the value of healthy, supportive connections in people's lives.

Pupils learn about various family structures and how families can contribute to a sense of safety and love. They explore how to start and maintain friendships, manage conflict and communicate appropriately and respectfully with others, including adults.

Additionally, pupils learn about the importance of setting boundaries in relationships, respecting others' boundaries and having mutual respect for one another as well as self-respect for themselves.

The online world
(statutory)

Many children spend a lot of time online. This key area helps pupils recognise when they are online, use the internet positively and stay safe.

Pupils learn to identify online risks, be discerning about the information they read and understand the effects of time spent online.

Pupils also draw on their learning from 'Connecting with others' and 'Staying safe' units to reflect on how they interact with others and manage hazards in the digital world.

Citizenship
(non-statutory)

Citizenship units help prepare pupils to be active, responsible members of society and to manage money confidently in later life.

Pupils learn about communities, rights and responsibilities, how government systems work and how individuals and groups can bring about change. They also develop an understanding of money, including wants and needs, value for money, budgeting and saving.

These units also explore career choices, challenge workplace stereotypes and encourage pupils to consider how their decisions affect both themselves and others.

Exploring the other key areas

The key areas below are revisited across the primary years to allow pupils to return to important themes and build knowledge, skills and understanding over time.

Schools must cover the statutory content within the Staying safe, Health protection and Growing up units as part of Relationships and Health Education (RHE). To support a broad and balanced PSHE curriculum, Kapow Primary also offers optional non-statutory units, including Year 6 Sex Education, Year 6 First aid and Citizenship.

Health protection
(statutory)

These units help pupils learn how to respond in emergency situations, including when and how to call the emergency services and what information to give.

They also cover how to manage basic injuries and how to prevent illness through hygiene practices and immunisation.

First aid (Year 6 optional unit)
(non-statutory)

The Year 6 First Aid unit is optional. It extends learning from the Health protection units and may be taught instead of the non-statutory Year 6 Sex Education unit.

Growing up
(statutory)

In KS1, these units support pupils to become more independent and manage their needs both at home and at school.

As pupils get older, the units explore the physical and emotional changes that happen during puberty and help prepare them for the transition to the next year group.

Sex education (Year 6 optional unit)
(non-statutory)

In Year 6, for schools that choose to teach non-statutory sex education, this is an additional unit which builds on the statutory learning covered in 'Growing up' units.

Staying safe
(statutory)

This key area supports pupils to recognise both physical and social hazards and understand how to stay safe in different situations.

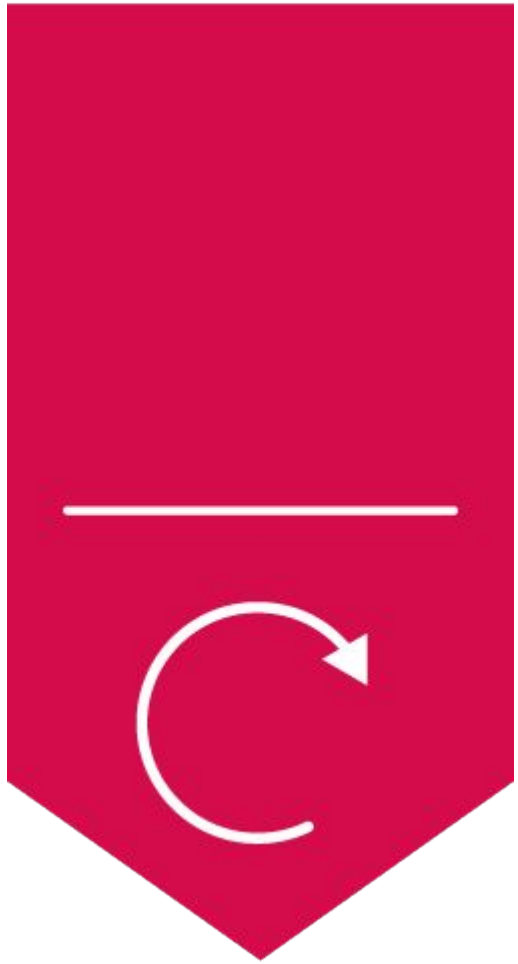
Building on their learning in the 'Connecting with others' units, pupils begin to identify warning signs in relationships and learn how to respond in the moment and report concerns.

They also explore physical hazards, including road and railway safety, water safety, electrical safety and general safety at home and in the wider environment.

Mixed-age cycles

Kapow Primary's RSE and PSHE mixed-age curriculum meets the statutory requirements for Relationships and Health Education (2025) set out by the Department for Education. It also fulfils the National curriculum requirement to teach PSHE, offering a broad and balanced scheme that equips pupils with the knowledge, skills and attitudes they need to lead safe, healthy and fulfilling lives.

The scheme is designed for mixed-age cohorts of Year 1/2, Year 3/4 and Year 5/6 children. For each cohort, the learning is organised into two cycles: Cycle A and Cycle B. The curriculum is built on a full progression of skills and knowledge and is divided into key areas, which are the same as in the standard scheme of work.



Cycle A and B organisation

A key challenge of mixed-age teaching is ensuring that children can start in either cycle without missing any essential learning. To support this, each cycle is structured so that knowledge builds progressively within the cycle. The key areas are used to sequence this learning. For example, a cycle may include more than one *Connecting with others* unit so that knowledge from the first unit is revisited and developed in the next. This helps to prevent children encountering important learning out of sequence.

A child at the end of Year 1 and a child at the end of their first Year 1/2 mixed-age cycle will have made a similar amount of progress, but in different RSE and PSHE key areas. By the end of two cycles, children in mixed-age classes will have made equivalent progress and encountered the same learning as children who have completed two standard single-age school years.

A spiral curriculum



Kapow Primary's RSE & PSHE scheme has been designed as a spiral curriculum using the following key principles:

- **Cyclical** – Pupils revisit the key areas throughout KS1 and KS2.
- **Increasing depth** – Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- **Prior knowledge** – Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

Is there any flexibility in the Kapow Primary PSHE & RSE scheme?

The scheme is organised into units, with one unit taught in each half term. Lessons within each unit should be taught in the order provided, as they build progressively on previous learning.

Within a cycle, units can be taught in a different order if needed. However, the suggested sequence has been carefully considered; for example, learning from earlier units is often applied in later ones and some content is timed to reflect when it is most appropriate.

Some schools prefer all classes to focus on the same key area at the same time, so themes can be reinforced through assemblies, playground interactions and wider pastoral work. Accordingly, schools may choose to follow the suggested order while retaining the flexibility to adapt it. Should the order be changed, it is important not omit units with statutory content. For more information, see the *RSE & PSHE: Statutory guidance* document.

Statutory and non-statutory content

Kapow Primary's RSE & PSHE curriculum provides full coverage of the statutory RHE requirements, alongside additional non-statutory areas of learning that contribute to a broad and balanced PSHE education.

To make this clear, whole units or key areas within the scheme are marked as either statutory or non-statutory.

Statutory key areas

- My healthy self.
- Connecting with others.
- Staying safe.
- The online world.
- Growing up.
- Health protection.

Non- statutory key areas

- Sex education (builds on previous Growing up units).
- Citizenship (not yet statutory, until 2027 National curriculum updates).
- First aid (builds on previous Health protection units).

Although only the statutory elements are required by law, teaching all units is strongly recommended. Together, they provide pupils with the knowledge, skills and attributes needed to lead safe, healthy and fulfilling lives.

Schools may need flexibility when planning their curriculum. Where time does not allow for all units, statutory areas should take priority.

Parents' right to withdraw

Parents have the right to withdraw their child from the non-statutory Year 6 Sex education unit. This right does not extend to any content that forms part of the statutory Science or RHE curriculum.

It is recommended that schools:

- Share resources with parents before teaching the Year 6 Sex education unit, providing an overview of lesson content.
- Reassure parents that lessons are factual, age-appropriate and taught with care and sensitivity.
- Inform parents of their right to withdraw their children from this unit or lessons within it.

Type of content	Examples	Can parents withdraw?
Science curriculum	Naming body parts; understanding reproduction in plants and animals; learning about puberty.	❌
RHE statutory content (including Growing up units)	Learning the correct names for private parts; understanding that bodies belong to us; recognising unsafe situations.	❌
Non-statutory Sex education unit.	How babies are conceived and born; the process of pregnancy and birth; different routes to becoming a parent.	✅

Sex education

Sex education is not compulsory in primary schools. However, some learning that parents might associate with sex education is already a statutory requirement within the National curriculum for Science and RHE guidance. This content is statutory because it is essential for safeguarding and for ensuring that pupils understand how their bodies work, grow and change.

The Science curriculum requires pupils to:



- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Year 1).
- Notice that animals, including humans, have offspring which grow into adults (Year 2).
- Describe the life process of reproduction in some plants and animals and to describe the changes as humans develop to old age, including learning about puberty (Year 5).

The RHE statutory guidance also requires pupils to learn:



- About growth and the ways the body changes and develops over time, including puberty as part of the human life cycle.
- The physical and emotional changes that happen during puberty, including menstruation and what to expect as bodies mature.
- The correct names for external body parts, including private parts (e.g. penis, vulva, vagina, testicles, scrotum and nipples).
- That each person's body belongs to them and that they have the right to say no to unwanted touch.
- How to recognise and report when something feels unsafe or inappropriate.

Kapow Primary's RSE & PSHE scheme also includes a non-statutory Year 6 Sex education unit which builds on the Growing up units that come before.

Where possible, schools should aim to teach the sex education unit only to Year 6 pupils, delivered by the class teacher. At the same time, schools may wish to consider whether another suitable adult within the school can deliver the optional first aid unit to Year 5 pupils.

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Oracy in RSE & PSHE

‘Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.

Oracy refers both to the development of speaking and listening skills and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing and numeracy is to Maths.’

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

Learning through talk

It is important to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing and collaboratively building ideas.

Learning to talk

Developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones such as public speaking, debates and interviews.

Kapow Primary’s RSE & PSHE curriculum gives pupils the opportunity to develop their oracy skills by:

- Discussing scenarios to build their learning.
- Role-playing characters in scenarios to develop empathy.
- Contributing to discussions.
- Explaining choices using key vocabulary.
- Responding to questions.
- Asking questions of one another.
- Collaborating on tasks as a group or in pairs.
- Summarising key information.
- Expressing opinions in a respectful and thoughtful way.

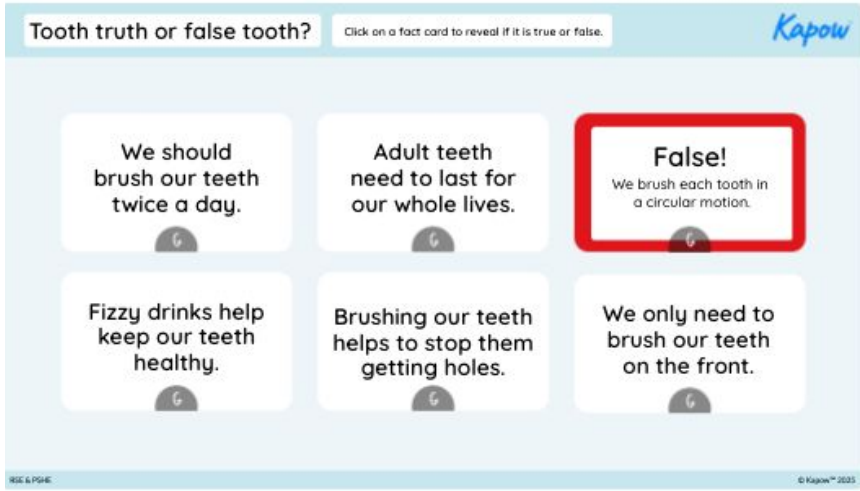


Assessment in RSE & PSHE

Formative assessment

Every lesson begins with the 'Recap and recall' section which allows pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also allows teachers to make informal judgements on whether pupils have retained prior learning and are ready to move on.

All lessons contain an 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth. These assessments can then be recorded on the *RSE & PSHE: Assessment spreadsheet* (coming soon) which supports teachers in identifying gaps in learning among the class or for individual pupils.



Summative assessment

Each unit includes a *Knowledge catcher* that can be used at the start of the unit and revisited at the end to check pupils' progress over time. This allows pupils to show what they already know before learning begins and to demonstrate how their knowledge and understanding have developed by the end of the unit.

RSE & PSHE is distinct from many other subjects in that pupils start with different levels of prior knowledge and life experience. Accordingly, assessment is primarily ipsative: focusing on where each pupil is starting from and the progress they make over a period of learning, rather than comparison with others.

As the scheme continues to be rolled out, further assessment support will be added over the coming months to support teachers in checking pupils' understanding and progression across the curriculum.

Note: The variety of assessment methods is provided so that schools can choose those which best fit their assessment practices.

RSE & PSHE in EYFS (Reception)

Personal, social and emotional development is one of the three prime areas in the Statutory framework for EYFS. The prime areas – Communication and language, Physical development and Personal, social and emotional development – lay the foundations for pupils' success in all areas of learning and life.

The Early Learning Goals (ELG) below summarise the knowledge, skills and understanding that all pupils should have gained by the end of Reception within the Personal, social and emotional development area. These goals are referenced throughout Kapow Primary's RSE & PSHE lesson plans, alongside the relevant non-statutory Development Matters guidance. EYFS content is organised under the most relevant ELG, though these areas are closely linked and often overlap.

Communication and language

Personal, social and emotional development

Physical development

ELG: Self regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions.

Kapow Primary unit: My feelings

Kapow Primary unit: Listening and following instructions

ELG: Managing self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Kapow Primary unit: Taking on challenges

Kapow Primary unit: My wellbeing

ELG: Building relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Kapow Primary unit: Special relationships

Kapow Primary unit: My family and friends

Suggested long-term plan: RSE & PSHE - Outline (EYFS: Reception)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Reception	**Self regulation** My feelings	**Building relationships** Special relationships	**Managing self** Taking on challenges	**Self-regulation** Listening and following instructions	**Building relationships** My family and friends	**Managing self** My wellbeing

Suggested long-term plan: RSE & PSHE - Outline (Mixed-age cycle)

Cycle A	Year 1/2	Year 3/4	Year 5/6
Autumn 1	**Connecting with others** How can I help myself and others feel happy and safe?	**Connecting with others** What helps us feel safe and included?	**Connecting with others** Why are healthy relationships important?
Autumn 2	**The online world** How do we spend time online?	**The online world** How should we communicate online? Coming soon!	**The online world** How am I influenced by what I see online?
Spring 1	**Health protection** How can I protect myself and others in daily life?	**Citizenship 2** What careers do people choose and why? Coming soon!	**Citizenship 2** How can we be in control of our money? Coming soon!
Spring 2	**Staying safe** How can I stay safe?	**Staying safe** What signs help me recognise what is safe or unsafe?	**Connecting with others** What does it mean to stand up for myself and others?
Summer 1	**Connecting with others** How can I build safe, kind and caring relationships with others?	**Connecting with others** How can we respect each other?	**The online world** How do I feel about being online? Coming soon!
Summer 2	**The online world** How are things shared online? Coming soon!	**The online world** How can we decide what to trust online? Coming soon!	**Staying safe** How can I stay safe as I grow up? Coming soon!

Suggested long-term plan: RSE & PSHE - Outline (Mixed-age cycle)

Cycle B	Year 1/2	Year 3/4	Year 5/6
Autumn 1	**My healthy self** How can we look after our emotions?	**My healthy self** How can I take care of my mind and body?	**My healthy self** How can I support my mind and body as I grow?
Autumn 2	**Citizenship** How can I help others and the environment? *Coming soon!*	**Citizenship 1** What rights and responsibilities do we have? *Coming soon!*	**Citizenship 1** How can we make a difference in our communities and beyond? *Coming soon!*
Spring 1	**Citizenship** How do people belong to a community and earn money? *Coming soon!*	**Health protection** How can we prevent illness and injury and respond if they happen? *Coming soon!*	**Growing up** How can I manage the changes to my body and emotions as I grow up?
Spring 2	**My healthy self** How can we look after our bodies?	**My healthy self** How can I make healthy choices? *Coming soon!*	**My healthy self** How do my choices today shape my future health? *Coming soon!*
Summer 1	**Growing up** How can we look after and respect our bodies as we grow?	**Citizenship** How can I spend my money wisely? *Coming soon!*	**Citizenship** How can we protect everyone's rights? *Coming soon!*
Summer 2	**Staying safe** How can I make safe choices in different places? *Coming soon!*	**Growing up** How will my body and emotions change as I grow up?	First aid *Coming soon!* Sex education How do people become parents and carers?

Suggested long-term plan: Subject - Outline (EYFS)

	Reception		
Autumn 1	**Self regulation:** My feelings Learning to understanding their feelings, pupils begin to recognise specific emotions, express them appropriately and manage strong feelings effectively.	**Autumn 2**	**Building relationships:** Special relationships Exploring why families and special people are important, pupils develop an understanding of the value of relationships and the importance of sharing. They learn simple strategies to help them share fairly and begin to see themselves as valuable individuals.
Spring 1	**Managing self:** Taking on challenges Considering the value of persistence and perseverance when facing challenges, pupils learn how to communicate effectively with others, recognise why rules are important and practise simple grounding coping strategies.	**Spring 2**	**Self-regulation:** Listening and following instructions Listening to stories to develop their comprehension skills, pupils practise paying close attention to spoken language through games. They also begin to consider how rumours can spread quickly and change as they are passed on.
Summer 1	**Building relationships:** My family and friends Exploring cultural festivals, pupils reinforce the importance of sharing and turn-taking through role-play. They consider the ingredients of a good friend, explore how kind words make others feel and recognise the value of working together as a team.	**Summer 2**	**Managing self:** My wellbeing Learning why exercise is important for physical and mental health, pupils explore the effects of different types of exercise on the body. They discuss ways to take care of themselves, learn how to travel safely as pedestrians and consider the importance of making balanced food choices.

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	Year 1/2 Cycle A		
Autumn 1	**Connecting with others:** How can I help myself and others feel happy and safe? Identifying what makes themselves and others special, pupils develop an understanding of how family members help and support one another. They recognise that respect is shown through appropriate behaviour in different contexts and learn that disagreements within families and friendships are normal, exploring simple strategies to manage them.	**Autumn 2**	**The online world:** How do we spend time online? Understanding that they are often online when using everyday devices, pupils develop their awareness of when they are online and offline. They identify activities that can be done online or in person and begin to recognise when screen time prevents them from doing something important or interferes with healthy habits.
Spring 1	**Health protection:** How can I protect myself and others in daily life? Exploring the roles of people who help to prevent and treat illness, pupils recognise how germs spread and how actions such as hand washing can reduce the spread of illness. They practise asking for help when they or others are unwell or injured and begin to understand what constitutes a medical emergency.	**Spring 2**	**Staying safe:** How can I stay safe? Recognising how rules help to keep them safe, pupils learn that hot, sharp and chemical items can cause harm and that some things should not be eaten or put on the skin. They explore simple body clues that warn them when something is not right, identify how to stay safe near roads and practise asking a trusted adult for help when they feel unsure or unsafe.
Summer 1	**Connecting with others:** How can I build safe, kind and caring relationships with others? Exploring how families are unique, pupils celebrate similarities and differences within people and communities. They learn how to treat people with kindness and respect, recognise unfair or unkind behaviour, including bullying, and develop an understanding of personal space, privacy and boundaries. Through role-play, pupils practise asking for help and identify trusted adults they can talk to if they feel worried or unsafe.	**Summer 2**	**The online world:** How are things shared online? Considering how they use the internet and what they see shared online, pupils develop their awareness of online content and begin to recognise that not everything they encounter is suitable for them. They explore how to respond if something makes them feel uncomfortable and learn that information shared online cannot always be trusted or taken at face value.

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	Year 1/2 Cycle B		
Autumn 1	**My healthy self:** How can we look after our emotions? Recognising and naming a range of emotions, pupils learn to spot facial and body clues linked to feelings. Exploring what helps them feel calm or happy, they identify the importance of rest and enjoyable activities. They also practise simple ways to improve their mood and begin to understand that feelings can be big, medium or small.	Autumn 2	**Citizenship:** How can I help others and the environment? Considering how they can help others and the environment, pupils explore ways of caring for babies, young children and pets and explore how they can improve their school environment by sharing what they like and do not like. Pupils also investigate their local environment and learn how rules help people to help one another by keeping everyone safe, happy and treated fairly.
Spring 1	**Citizenship:** How do people belong to a community and earn money? Considering how people belong to communities and earn money, pupils explore the different groups they are part of and reflect on similarities and differences between themselves and others in their community. They learn how decisions can be made fairly by taking everyone's views into account, including through simple voting. Pupils are also introduced to what money is, where it comes from and how people earn it.	Spring 2	**My healthy self:** How can we look after our bodies? Learning how to look after their bodies to stay healthy and feel good, pupils explore how movement, sleep, food and drink affect how they feel. They identify healthy choices – including eating fruit and vegetables, drinking water, resting well and caring for their teeth – and use this learning to plan a simple healthy daily routine.
Summer 1	**Growing up:** How can we look after and respect our bodies as we grow? Learning how people grow and change as they get older, pupils recognise physical changes as a normal part of growing up and learn the correct scientific names for private body parts. They explore privacy and personal boundaries, develop an understanding of how to respect others' personal space and identify who to talk to if they feel worried or unsafe.	Summer 2	**Staying safe:** How can I make safe choices in different places? Understanding that unsafe situations can happen in different places, pupils explore common hazards in the home and in public spaces. They also recognise that people can make them feel unsafe through words, actions or touch and it is always okay to say they do not like something.

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	Year 3/4 Cycle A		
Autumn 1	**Connecting with others:** What helps us feel safe and included? Building a sense of self-worth and celebrating what makes them unique, pupils learn to express personal boundaries clearly and respectfully. They develop an understanding of how families support one another and that friendships are built on kindness and shared values, use role-play to explore repairing friendships and recognise different types of bullying.	**Autumn 2**	**The online world:** How should we treat each other online? Considering how relationships and communication work online, pupils learn how to interact respectfully with friends in digital spaces. They explore how words and actions online can affect others, what to do if a friend says something upsetting and how to respond safely if contacted by someone they do not know. They also learn to recognise online bullying and understand when and how to seek help.
Spring 1	**Citizenship 2:** What careers do people choose and why? Learning how people choose careers, pupils learn about a range of different jobs and the reasons why people choose them. They examine gender stereotypes linked to work and consider why these should not limit career choices. Pupils consider other important factors, such as what they enjoy, their strengths and pay. They also learn that careers can change over time and explore how workplace stereotypes can be challenged.	**Spring 2**	**Staying safe:** What signs help me recognise what is safe or unsafe? Learning to take greater responsibility for their personal safety, pupils practise spotting warning signs, removing themselves from uncomfortable situations and seeking help. They identify different types of road crossings and identify safe places to cross roads. Pupils also explore why water can be dangerous and learn to distinguish between medicines and harmful substances.
Summer 1	**Connecting with others:** How can we respect each other? Recognising respectful and disrespectful behaviours, pupils explore how behaviour can change depending on the setting. They learn how to build trust and solve challenges in friendships respectfully, role-play safe and supportive responses to bullying and develop an understanding of what stereotypes are and how they can harm others.	**Summer 2**	**The online world:** How can I evaluate what I see online? Considering how information is found and shared online, pupils develop their critical thinking skills when searching for and evaluating information. They learn how to choose the most useful results, explore what makes information reliable and recognise that some information can be misleading or deliberately untrue.

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	Year 3/4 Cycle B		
Autumn 1	**My healthy self:** How can I take care of my mind and body? Understanding the connection between the mind and body, pupils use more nuanced language to describe their own and others' emotions and feelings. They recognise habits that support a good night's sleep and reflect on how bullying can negatively affect feelings, identifying how and where to get support.	Autumn 2	**Citizenship 1:** What rights and responsibilities do we have? Exploring what is meant by rights and responsibilities, pupils learn about children's rights, human rights and why these matter. Focusing on caring for the environment, pupils learn about reducing, reusing and recycling waste and why responsible choices are important. Pupils also explore how responsibilities extend to the wider community by learning how local councils meet the needs of people in the local area.
Spring 1	**Health protection:** How can we prevent illness and injury and respond if they happen? Understanding how hygiene routines help prevent illness, pupils learn about sun safety and explore how vaccines support the body to build immunity. They practise making judgements on when health concerns can be managed independently and when help is needed, apply basic first aid responses for common injuries and role-play making clear and effective 999 calls.	Spring 2	**My healthy self:** How can I make healthy choices? Exploring the benefits of keeping active for both body and mind, pupils recognise the importance of a balanced diet and staying hydrated. They identify strategies to help build a growth mindset and explore different ways to be kind, recognising that helping others can positively affect how they feel.
Summer 1	**Citizenship:** How can I spend my money wisely? Considering how to spend money wisely, pupils explore the different ways people pay for things, including cash and card. They learn what budgeting means and why planning how money is spent can help people make better choices. Pupils also explore some of the feelings money can cause, understand why it is important to keep track of money and begin to think about what value for money means.	Summer 2	**Growing up:** How will my body and emotions change as I grow up? Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone. They learn about periods and how to manage them and identify who they can talk to if they have questions about body changes. Pupils also consider issues surrounding privacy, boundaries and consent.

	Year 5/6 Cycle A		
Autumn 1	**Connecting with others:** Why are healthy relationships important? Exploring what shapes identity, pupils consider how values and experiences influence choices. They develop an understanding of commitment and support within families and recognise where to get help if home feels unsafe. Pupils also identify what makes friendships healthy and learn to manage friendship challenges.	**Autumn 2**	**The online world:** How am I influenced by what I see online? Considering how online content can influence people's choices, pupils develop their critical thinking skills when exploring advertising, influencers and online persuasion. They learn how and why people may be encouraged to spend money both online and offline. Pupils also consider what to do if they feel pressured, learn to recognise possible scams and develop strategies to protect themselves.
Spring 1	**Citizenship 2:** How can we be in control of our money? Considering how to be in control of their money, pupils explore the difference between needs and wants and how this can affect spending choices. They learn what borrowing means, including the idea of interest and practise creating a simple weekly budget. Pupils also explore the risks linked to money, including handling money online, keeping money safe and the dangers of gambling.	**Spring 2**	**Connecting with others:** What does it mean to stand up for myself and others? Building self-respect by setting a personal growth goal, pupils practise respectful behaviour at school, in public and online, including repairing harm when things go wrong. They set and respect boundaries to build trust; challenge stereotypes, discrimination and bullying using upstander strategies; and judge problem size to identify when to seek help from trusted adults and services.
Summer 1	**The online world:** How do I feel about being online? Considering how being online can affect emotional wellbeing, pupils explore the impact that time online can have on their feelings, mood and sense of self. They learn how to recognise signs that they may have spent too much time online and reflect on how online experiences compare with in person relationships. Pupils consider the benefits of face to face connections, explore feelings that may arise when access to being online is limited and develop strategies for maintaining a healthy balance.	**Summer 2**	**Staying safe:** How can I stay safe as I grow up? Learning to prepare for greater independence, pupils assess risks at home and in public and plan ahead to stay safe when out with friends. They develop practical travel safety skills near roads and railways, manage hazards around different water environments, recognise and resist pressure from others and understand the risks and consequences of drug use, including when and how to seek help from a trusted adult.

Year 5/6 Cycle B

Autumn 1	**My healthy self:** How can I support my mind and body as I grow? Learning to make informed choices about their health, pupils practise reading food labels and consider different types of physical activity, exploring how they can build more movement into their daily routines. They learn to recognise when emotions begin to build up, practise strategies to self-regulate and identify where they can go for help.	**Autumn 2**	**Citizenship 1:** How can we make a difference in our communities and beyond? Considering how people can make a difference in their communities, pupils explore the roles of people who care for others and learn how community groups help improve local life. Pupils are also introduced to how democracy works, including how local councillors listen to community concerns and how Parliament helps to make decisions that affect the wider society.
Spring 1	**Growing up:** How can I manage the changes to my body and emotions as I grow up? Learning about the physical and emotional changes that happen during puberty, pupils explore how these changes can affect feelings, behaviour and relationships. They also discuss personal hygiene, kindness and respect, emotional wellbeing, periods, personal boundaries and who to talk to for support during puberty.	**Spring 2**	**My healthy self:** How do my choices today shape my future health? Reflecting on how their current choices can affect future wellbeing, pupils develop an understanding of emotional responses and how to manage them. They explore how mindset can influence their approach to challenges; examine everyday habits such as sleep, physical activity, nutrition and dental care and their long-term impact; and consider how their actions can affect others now and in the future.
Summer 1	**Citizenship:** How can we protect everyone's rights? Exploring how rights are upheld in society, pupils develop an understanding of the rights people have and the responsibilities that come with them. They learn about human rights and why laws exist, including the consequences of breaking the law and how the justice system works. Pupils also explore prejudice and discrimination and consider how stereotypes, including those linked to the workplace, can be challenged to promote fairness and equality.	**Summer 2**	**Option 1:** First aid Practising basic first aid responses, pupils explore how to stay calm, check a scene is safe and assess someone who is unresponsive or not breathing normally. They recognise how to get the right help by making a clear 999 call and identifying when other support is more appropriate than an emergency call. **Option 2:** Sex education: How do people become parents and carers? Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.

Version history

This page shows recent updates that have been made to this document.

Date	Update
30.01.26	Published for the first time. Note: This document is subject to change as the new Kapow Primary RSE & PSHE scheme is developed.
22.05.26	Updated to include links to units published on the website.

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