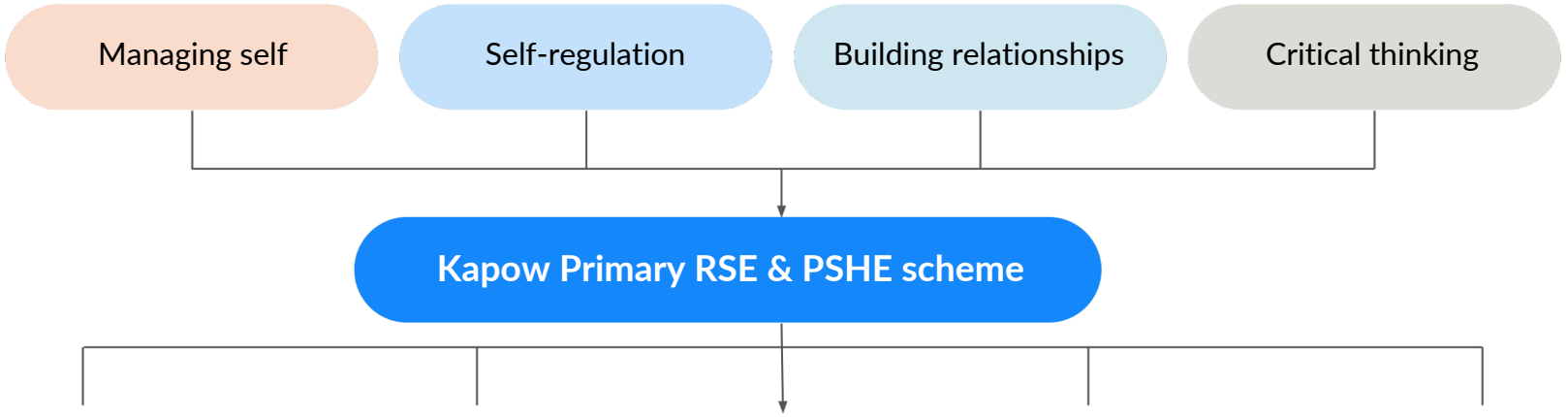
How is Kapow Primary's RSE & PSHE scheme organised?

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)

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 do I know when something is 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 feelings? 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.

Suggested long-term plan: Subject - Outline (Key stage 2)

	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.

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	Taught to Year 5 in 2026-27	Year 5 / 6 CYCLE A from 2028 onwards	
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	**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.
Spring 1	**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 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.
Summer 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.	Summer 2	**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.

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	Taught to Year 6 2026-27	Year 5 / **Year 6** CYCLE B from 2027 onwards	
Autumn 1	**My healthy self:** How do my choices today shape my future wellbeing? 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.	**Autumn 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.
Spring 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.	**Spring 2**	**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 1	**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.	**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 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.

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