



PSHE & RSE

PSHE Curriculum

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Scheme Used - Kapow

We use the Kapow scheme for PSHE.

Teaching of PSHE

The Kapow scheme is organised into strands and key areas to ensure a broad and balanced curriculum. Key areas group learning into meaningful themes and ensure that all statutory content is covered. The strands weave throughout all units, demonstrating how pupils develop lifelong skills in managing themselves, regulating their emotions, building positive relationships and thinking critically. Together, the strands and key areas help pupils revisit important ideas over time, building their confidence and understanding in a structured way. The new RSE & PSHE scheme for Years 1-6 has been rewritten to meet the 2025 Relationships and sex education (RSE) and health education statutory guidance, which schools must follow from September 2026.

Class teachers follow the suggested six half termly units provided by Kapow for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons. PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings. For some KS2 RSE (Relationships and Sex Education) lessons, children will be taught in separate year groups to cover age-appropriate topics.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce

incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Support is provided to children experiencing difficulties on a one-to-one basis, via our SENCO and ELSA program. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library and in the Zones of Regulation display.

Support and Adaptions for Children with SEND

Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme.

Recording of Work and Assessment

Lessons are taught using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques. Records of these activities are recorded in a class floor book or digital floor book according to the teacher's preference.

Formative assessment is embedded throughout Kapow Primary's RSE & PSHE lessons to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

Questioning – lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.

Observation – teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply geographical skills.

Discussion and peer interaction – pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.

Lesson pauses – plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.

Retrieval practice – recap activities such as short recall tasks and oral explanations are embedded to reinforce prior knowledge and assess retention.

Use of success criteria – success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.

Short reflections in the Wrapping up – lessons conclude with brief written or verbal reflections, enabling pupils to consolidate their learning and teachers to gauge understanding.

Structure of the PSHE Curriculum

PSHE topics are taught on a two-year cycle following the mixed-year planning from Kapow. We ensure learning in EYFS meets the needs of the EYFS curriculum and provides a strong foundation for learning as children transition into Year 1 by using the Reception Kapow planning and resources.

Knowledge & Skills Progression 2026-2027 Cycle A

R	Term 1	Term 2	Term 3
Units	Self regulation: my feelings	Building relationships: special relationships	Managing self: taking on challenges
	Term 4	Term 5	Term 6
Units	Self regulation: listening and following instructions	Building relationships: my family and friends	Managing self: my wellbeing

Y1&2	Term 1	Term 2	Term 3
Units	Connecting with others: how can I help myself and others feel happy and safe?	The online world: how do we spend time online?	Health protection: how can I protect myself and others in daily life?
	Term 4	Term 5	Term 6
Units	Staying safe: how can I stay safe?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: how can we stay safe online?

Y3&4	Term 1	Term 2	Term 3
Units	Connecting with others: what helps us feel safe and included?	The online world: how should we communicate online?	Staying safe: what signs help me recognise what is safe or unsafe?
	Term 4	Term 5	Term 6
Units	Connecting with others: how can we respect each other?	The online world: how can we decide what to trust online?	<i>Unit being confirmed</i>

Y5&6	Term 1	Term 2	Term 3
Units	Connecting with others: why are healthy relationships important?	The online world: how am I influenced by what I see online?	Connecting with others: what does it mean to stand up for myself and others?
	Term 4	Term 5	Term 6
Units	Online world: how do I feel about the things I see online?	Staying safe: how can I stay safe as I group up?	<i>Unit being confirmed</i>

Knowledge & Skills Progression 2027-2028 Cycle B

R	Term 1	Term 2	Term 3
Units	Self regulation: my feelings	Building relationships: special relationships	Managing self: taking on challenges
	Term 4	Term 5	Term 6
Units	Self regulation: listening and following instructions	Building relationships: my family and friends	Managing self: my wellbeing

Y1&2	Term 1	Term 2	Term 3
Units	My healthy safe: how can we look after our emotions	Citizenship: how can I help others and the environment?	Citizenship: how do people belong to a community and earn money?
	Term 4	Term 5	Term 6
Units	My healthy self: how can we look after our bodies?	Growing up: how can we look after and respect our bodies as we grow	Staying safe: how can I make safe choices in different places?

Y3&4	Term 1	Term 2	Term 3
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Units	My healthy self: how can I take care of my mind and body?	Citizenship: what rights and responsibilities do we have?	Health protection: how can we prevent illness and injury and respond if they happen?
	Term 4	Term 5	Term 6
Units	My healthy self: how can I make healthy choices?	Citizenship: how can I spend money wisely?	Growing up: how will my body and emotions change as I grow up?

Y5&6	Term 1	Term 2	Term 3
Units	My healthy self: how can I support my mind and body as I grow?	Citizenship: how can we make a difference to our communities and beyond?	Growing up: how can I manage the changes to my body and emotions as I grow up?
	Term 4	Term 5	Term 6
Units	My healthy self: how do my choices today affect my future health?	Citizenship: how can we protect everyone's rights?	Sex education: how do people become parents and carers?