RSE & PSHE



Kapow Primary™

Mapping to the PSHE Association's Programme of Study

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PSHE Association Programme of Study

Kapow Primary RSE & PSHE lessons

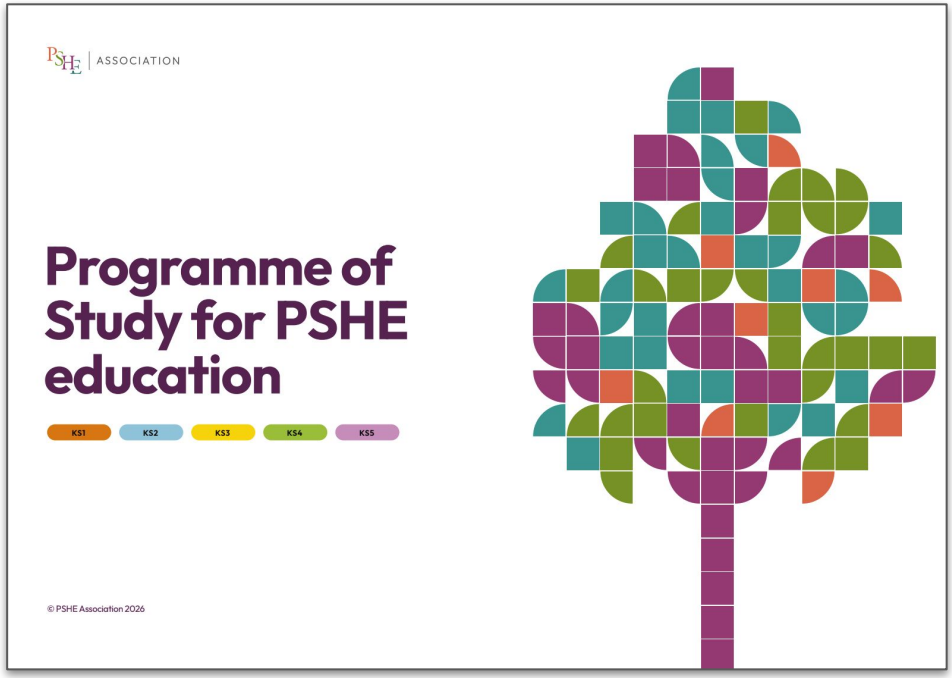
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Introduction

The [PSHE Association Programme of Study] is a non-statutory guidance document intended to support schools in planning a broad and balanced PSHE curriculum. It brings together statutory expectations and wider suggested areas of learning and offers a suggested way of organising some end-of-primary outcomes across Key stage 1 and Key stage 2. These suggestions are helpful for curriculum planning but they are **not** requirements.

This mapping document outlines how Kapow Primary's RSE & PSHE curriculum reflects the breadth of PSHE education suggested by the PSHE Association, while standing as a complete curriculum in its own right. Its purpose is to clarify Kapow Primary's coverage and identify where specific PSHE Association statements are addressed through specific Kapow Primary units.

Kapow Primary's sequencing does not strictly follow the PSHE Association's suggested structure; instead, it is guided by its own progression model, which may result in some coverage appearing in different year groups, key stages or subjects. This document therefore serves as a clarifying tool, providing assurance by demonstrating the comprehensive breadth of Kapow Primary's RSE & PSHE curriculum.



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Relationships (Sex) and Health Education – Families	Kapow Primary RSE & PSHE links
KS1 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
what a family is and who is in our family	Year 1: Connecting with others: How can I help myself and others feel happy and safe? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
that there are different types of family, and that everyone's family is unique and special	Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
how families show love and care, and different ways they can spend time together and share each other's lives	Year 1: Connecting with others: How can I help myself and others feel happy and safe? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
what to do if anything about family life is upsetting or concerning	Year 1: Connecting with others: How can I help myself and others feel happy and safe?
Relationships (Sex) and Health Education – Friendships	**Kapow Primary RSE & PSHE links**
what friendship is and what makes a good friend	Year 1: Connecting with others: How can I help myself and others feel happy and safe?
how people make friends and how to be kind and caring in friendships	Year 1: Connecting with others: How can I help myself and others feel happy and safe?
that friends can argue, and they can also make up	Year 1: Connecting with others: How can I help myself and others feel happy and safe?
simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument	Year 1: Connecting with others: How can I help myself and others feel happy and safe? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
how to ask for help if a friendship is making them feel unhappy	Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?

Relationships (Sex) and Health Education – Respecting self and others	Kapow Primary RSE & PSHE links
KS1 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging	Year 1: Connecting with others: How can I help myself and others feel happy and safe? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others? Year 2: Citizenship: How do people belong to a community and earn money?
that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things	Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
how to respectfully express their likes, dislikes and needs, and listen to other people	Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
ways to show politeness and respect	Year 1: Connecting with others: How can I help myself and others feel happy and safe? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others? Year 1: Citizenship: How can I help others and the environment? Year 2: Citizenship: How do people belong to a community and earn money?
how to play cooperatively; what they can do if they feel upset or angry with someone	Year 1: Connecting with others: How can I help myself and others feel happy and safe? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
how to share, take turns and include others	Year 1: Connecting with others: How can I help myself and others feel happy and safe?
about kind and unkind behaviour; that someone's actions and words can be hurtful	Year 1: Connecting with others: How can I help myself and others feel happy and safe? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying	Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so	Year 1: Connecting with others: How can I help myself and others feel happy and safe? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?

Relationships (Sex) and Health Education – Safe relationships, boundaries and trust	Kapow Primary RSE & PSHE links
KS1 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully	Year 2: Connecting with others: How can I build safe, kind and caring relationships with others? Year 2: Growing up: How can we look after and respect our bodies as we grow?
that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC	Year 2: Growing up: How can we look after and respect our bodies as we grow?
that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina)	Year 2: Growing up: How can we look after and respect our bodies as we grow?
basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe	Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult	Year 1: My healthy self: How can we look after our emotions? Year 2: My healthy self: How can we look after our bodies? Year 1: Connecting with others: How can I help myself and others feel happy and safe? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others? Year 1: The online world: How do we spend time online? Year 2: The online world: How can we stay safe online? Year 1: Staying safe: How can I stay safe? Year 2: Staying safe: How can I make safe choices in different places? Year 2: Growing up: How can we look after and respect our bodies as we grow? Year 1: Health protection: How can I protect myself and others in daily life?
what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard	
to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know	Year 2: Growing up: How can we look after and respect our bodies as we grow?
about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe	Year 2: Growing up: How can we look after and respect our bodies as we grow?

Relationships (Sex) and Health Education – Mental health and wellbeing	Kapow Primary RSE & PSHE links
KS1 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly	Year 1: My healthy self: How can we look after our emotions?
that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well	Year 1: My healthy self: How can we look after our emotions?
that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses	Year 1: My healthy self: How can we look after our emotions? Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep)	Year 1: My healthy self: How can we look after our emotions? Year 2: My healthy self: How can we look after our bodies?
simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies	Year 1: My healthy self: How can we look after our emotions?
about different kinds of change and loss (including death); how change and loss can affect people and who can help	Year 1: My healthy self: How can we look after our emotions?
about preparing to move to a new class or year group and how to manage feelings during times of change	*Coming soon!* Optional transition lessons will be available for Summer 2027.
who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help	Year 1: My healthy self: How can we look after our emotions?

Relationships (Sex) and Health Education – Keeping healthy and well	Kapow Primary RSE & PSHE links
KS1 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
people who help us stay healthy and who can help if feeling unwell or hurt	Year 1: Health protection: How can I protect myself and others in daily life?
how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health	Year 2: My healthy self: How can we look after our bodies?
how to keep safe and well in the sun and protect skin from sun damage	Year 1: Health protection: How can I protect myself and others in daily life?
why sleep is important; bedtime routines and ways to rest and relax	Year 1: My healthy self: How can we look after our emotions? Year 2: My healthy self: How can we look after our bodies?
simple hygiene routines that can stop germs from spreading	Year 1: Health protection: How can I protect myself and others in daily life?
who to talk to if they are worried about their health	Year 1: Health protection: How can I protect myself and others in daily life? Year 1: My healthy self: How can we look after our emotions? Year 2: My healthy self: How can we look after our bodies?

Relationships (Sex) and Health Education – Physical activity and nutrition	Kapow Primary RSE & PSHE links
KS1 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
what being healthy means and how physical activity helps people to stay healthy	Year 1: My healthy self: How can we look after our emotions? Year 2: My healthy self: How can we look after our bodies?
ways to be physically active every day	Year 2: My healthy self: How can we look after our bodies?
that there are different types of food and drink, with different tastes and textures, and people enjoy different foods	Year 2: My healthy self: How can we look after our bodies?
that people often share food together, e.g. during mealtimes or special occasions	Year 2: Connecting with others: How can I build safe, kind and caring relationships with others?
that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk	This is not a statutory requirement in RSE and is taught within the Kapow Primary Design and Technology curriculum.
that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink	Year 1: Health protection: How can I protect myself and others in daily life? Year 2: My healthy self: How can we look after our bodies?
when and how children can make choices about what they eat and drink and who can help them make healthier choices	Year 2: My healthy self: How can we look after our bodies?
Relationships (Sex) and Health Education – Changing and growing up	**Kapow Primary RSE & PSHE links**
about growing and changing from young to old and how people's needs change	Year 1: Citizenship: How can I help others and the environment? Year 2: Growing up: How can we look after and respect our bodies as we grow?

Relationships (Sex) and Health Education – Personal safety and first aid	Kapow Primary RSE & PSHE links
KS1 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
what rules are, some basic safety rules and how different rules can help to keep people safe in different situations	Year 1: Staying safe: How can I stay safe? Year 1: Citizenship: How can I help others and the environment?
how to recognise potentially harmful or hazardous situations in everyday life, including at home	Year 1: Staying safe: How can I stay safe? Year 2: Staying safe: How can I make safe choices in different places?
ways to keep safe when out and about, e.g. near railways, on the street and in busy places	Year 1: Staying safe: How can I stay safe? Year 2: Staying safe: How can I make safe choices in different places?
how to cross the road safely with adult support	Year 1: Staying safe: How can I stay safe?
how to keep safe around water, using the water safety code	Year 2: Staying safe: How can I make safe choices in different places? (Specific learning of the water safety code not covered until Year 6).
about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency	Year 1: Health protection: How can I protect myself and others in daily life?
how to dial 999 in an emergency (including from a locked mobile phone), and what to say	Year 1: Health protection: How can I protect myself and others in daily life? Year 2: Staying safe: How can I make safe choices in different places?

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Relationships (Sex) and Health Education – Online life and safety	Kapow Primary RSE & PSHE links
KS1 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
different ways people use the internet in everyday life	Year 1: The online world: How do we spend time online? Year 2: The online world: How can we stay safe online?
that not everything on the internet is true or real	Year 2: The online world: How can we stay safe online?
how the internet and digital devices can be used to safely and respectfully communicate with others	Year 1: The online world: How do we spend time online?
that it is important to be kind online; that people's feelings can be hurt by unkindness online	Year 1: The online world: How do we spend time online?
that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true	Year 2: The online world: How can we stay safe online?
basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people	Year 1: The online world: How do we spend time online? Year 2: The online world: How can we stay safe online?
how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices	Year 1: The online world: How do we spend time online?
some benefits and risks of watching videos or playing games online	Year 1: The online world: How do we spend time online?
how to tell a trusted adult if they have worries about something online	Year 1: The online world: How do we spend time online? Year 2: The online world: How can we stay safe online?

Relationships (Sex) and Health Education – Drug education	Kapow Primary RSE & PSHE links
KS1 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
that medicines can help people to stay healthy or feel better if they are unwell	Year 1: Health protection: How can I protect myself and others in daily life?
that some things that go into or onto bodies can be harmful and how we might know if something is harmful	Year 1: Staying safe: How can I stay safe?
to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk	Year 1: Staying safe: How can I stay safe? Year 2: Staying safe: How can I make safe choices in different places?

Economic Wellbeing and Careers Education – Economic wellbeing	Kapow Primary RSE & PSHE links
KS1 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
what money is, how people get money, and what it is used for	Year 2: Citizenship: How do people belong to a community and earn money?
that money needs to be looked after; different ways of doing this, including keeping money in an account	Year 2: Citizenship: How do people belong to a community and earn money?
different ways of paying for things	Year 2: Citizenship: How do people belong to a community and earn money?
that money can be saved or spent; that people make different choices about saving and spending money	Year 4: Citizenship: How can I spend money responsibly?
the difference between needs and wants; that people may not always be able to have the things they want	Year 2: Citizenship: How do people belong to a community and earn money? Year 4: Citizenship: How can I spend money responsibly?
Economic Wellbeing and Careers Education – Careers education: aspirations, learning and work	**Kapow Primary RSE & PSHE links**
that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of	Year 1: Connecting with others: How can I help myself and others feel happy and safe?
that people can earn money to pay for things by having a job	Year 2: Citizenship: How do people belong to a community and earn money?
different jobs that people do, including roles and responsibilities people have in their community	Year 2: Citizenship: How do people belong to a community and earn money?
some of the strengths and interests someone might need to do different jobs	Year 3: Citizenship: What careers do people choose and why?

Relationships (Sex) and Health Education – Families	Kapow Primary RSE & PSHE links
KS2 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected	Year 3: Connecting with others: What helps us feel safe and included? Year 6: Sex education: How do people become parents and carers?
that families should provide love, care, protection, and safety for children as they grow up	Year 3: Connecting with others: What helps us feel safe and included?
that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships	Year 5: Connecting with others: Why are healthy relationships important? Year 6: Sex education: How do people become parents and carers?
that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these	Year 5: Connecting with others: Why are healthy relationships important?
what to do and who to talk to if someone is worried about their family or feels unsafe	Year 5: Connecting with others: Why are healthy relationships important?

Relationships (Sex) and Health Education – Friendships	Kapow Primary RSE & PSHE links
KS2 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
about the importance of friendships; that positive friendships support wellbeing	Year 5: Connecting with others: Why are healthy relationships important? Year 6: My healthy self: How do my choices today shape my future health?
what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate	Year 3: Connecting with others: What helps us feel safe and included? Year 4: Connecting with others: How can we respect each other? Year 5: Connecting with others: Why are healthy relationships important?
how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes)	Year 5: Connecting with others: Why are healthy relationships important?
that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences	Year 5: Connecting with others: Why are healthy relationships important?
that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded	Year 4: Connecting with others: How can we respect each other?
strategies for recognising and managing peer influence and the desire for peer approval in friendships	Year 5: The online world: How am I influenced by what I see online? Year 6: Staying safe: How can I stay safe as I grow up?
about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others	Year 5: Connecting with others: Why are healthy relationships important? Year 6: Connecting with others: What does it mean to stand up for myself and others?
that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships	Year 3: Connecting with others: What helps us feel safe and included? Year 4: Connecting with others: How can we respect each other? Year 5: Connecting with others: Why are healthy relationships important?
how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary	Year 3: Connecting with others: What helps us feel safe and included? Year 4: Connecting with others: How can we respect each other? Year 5: Connecting with others: Why are healthy relationships important?

Relationships (Sex) and Health Education – Respecting self and others	Kapow Primary RSE & PSHE links
KS2 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others	Year 3: Citizenship 1: What rights and responsibilities do we have? Year 5: Citizenship: How can we make a difference in our communities and beyond? Year 6: Citizenship: How can we protect everyone's rights?
about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect	Year 3: Connecting with others: What helps us feel safe and included? Year 5: Connecting with others: Why are healthy relationships important?
how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own	Year 4: Connecting with others: How can we respect each other? Year 5: Connecting with others: Why are healthy relationships important? Year 6: Connecting with others: What does it mean to stand up for myself and others?
how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling	Year 5: Connecting with others: Why are healthy relationships important? Year 6: Connecting with others: What does it mean to stand up for myself and others?
ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise how to respond to situations where they experience disappointment or frustration with others	Year 3: Connecting with others: What helps us feel safe and included? Year 4: Connecting with others: How can we respect each other? Year 5: Connecting with others: Why are healthy relationships important? Year 6: Connecting with others: What does it mean to stand up for myself and others?
about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others	Year 3: Connecting with others: What helps us feel safe and included? Year 4: Connecting with others: How can we respect each other? Year 6: Connecting with others: What does it mean to stand up for myself and others? Year 3: The online world: How should we communicate online? Year 3: My healthy self: How can I take care of my mind and body?
what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes	Year 4: Connecting with others: How can we respect each other? Year 6: Connecting with others: What does it mean to stand up for myself and others? Year 3: Citizenship 2: What careers do people choose and why? Year 6: Citizenship: How can we protect everyone's rights?
about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help	Year 4: Connecting with others: How can we respect each other? Year 6: Connecting with others: What does it mean to stand up for myself and others? Year 6: Citizenship: How can we protect everyone's rights?

Relationships (Sex) and Health Education – Safe relationships: consent, boundaries and trust	Kapow Primary RSE & PSHE links
KS2 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
the difference between public and private; why something might be private, and when children and adults have a right to privacy	Year 3: The online world: How should we communicate online? Year 1: Staying safe: How can I stay safe?
about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults	Year 2: Connecting with others: How can I build safe, kind and caring relationships with others? Year 2: Growing up: How can we look after and respect our bodies as we grow? Year 3: Connecting with others: What helps us feel safe and included? Year 4: Growing up: How will my body and emotions change as I grow up? Year 4: Staying safe: What signs help me recognise what is safe or unsafe? Year 5: Connecting with others: Why are healthy relationships important? Year 5: Growing up: How can I manage the changes to my body and emotions as I grow up? Year 6: Connecting with others: What does it mean to stand up for myself and others?
what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries	
about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts	Year 1: Staying safe: How can I stay safe? Year 2: Growing up: How can we look after and respect our bodies as we grow? Year 4: Growing up: How will my body and emotions change as I grow up?
how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell	Year 3: Connecting with others: What helps us feel safe and included? Year 5: Connecting with others: Why are healthy relationships important? Year 6: Connecting with others: What does it mean to stand up for myself and others? Year 4: Staying safe: What signs help me recognise what is safe or unsafe?
how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that	Year 4: Staying safe: What signs help me recognise what is safe or unsafe? Year 6: Staying safe: How can I stay safe as I grow up?
about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe	Year 4: Staying safe: What signs help me recognise what is safe or unsafe? Year 6: Staying safe: How can I stay safe as I grow up?
different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult	Year 4: Staying safe: What signs help me recognise what is safe or unsafe? Year 6: Staying safe: How can I stay safe as I grow up?

Relationships (Sex) and Health Education – Safe relationships: consent, boundaries and trust	Kapow Primary RSE & PSHE links
KS2 learning opportunities *Pupils should have the opportunity to learn...*	**Units**
that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse	Year 3: Connecting with others: What helps us feel safe and included? Year 4: Connecting with others: How can we respect each other? Year 5: Connecting with others: Why are healthy relationships important? Year 6: Connecting with others: What does it mean to stand up for myself and others? Year 4: Staying safe: What signs help me recognise what is safe or unsafe? Year 6: Staying safe: How can I stay safe as I grow up?
that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk	This is not a statutory requirement in Primary RSHE and Kapow Primary have chosen not to include this in our curriculum.

Relationships (Sex) and Health Education – Mental health and wellbeing	Kapow Primary RSE & PSHE links
KS2 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
the importance of taking care of mental health and wellbeing, as well as physical health	Year 3: My healthy self: How can I take care of my mind and body? Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow? Year 6: My healthy self: How do my choices today shape my future health?
how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time	
about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends)	
how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses	
how to direct attention and manage distractions to support mental health and wellbeing	Year 4: The online world: How can we decide what to trust online?
self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations	Year 3: My healthy self: How can I take care of my mind and body? Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow? Year 6: My healthy self: How do my choices today shape my future health?
that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively	Year 4: My healthy self: How can I make healthy choices? Year 5: Connecting with others: Why are healthy relationships important? Year 6: My healthy self: How do my choices today shape my future health?
how to manage emotional responses to events outside of their control (e.g. climate change or distressing events)	Year 6: My healthy self: How do my choices today shape my future health?
that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad	Year 3: My healthy self: How can I take care of my mind and body? Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow? Year 6: My healthy self: How do my choices today shape my future health?

Relationships (Sex) and Health Education – Mental health and wellbeing (cont)	Kapow Primary RSE & PSHE links
KS2 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief	Year 5: My healthy self: How can I support my mind and body as I grow?
about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition	*Coming soon!* Optional transition lessons will be available for Summer 2027.
when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school	Year 3: My healthy self: How can I take care of my mind and body? Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow? Year 6: My healthy self: How do my choices today shape my future health?

Relationships (Sex) and Health Education – Keeping healthy and well	Kapow Primary RSE & PSHE links
how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health	Year 6: My healthy self: How do my choices today shape my future health?
about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heat waves	Year 3: Health protection: How can we prevent illness and injury and respond if they happen?
how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep	Year 3: My healthy self: How can I take care of my mind and body? Year 6: My healthy self: How do my choices today shape my future health?
why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation)	Year 3: Health protection: How can we prevent illness and injury and respond if they happen?
the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health	ear 3: Health protection: How can we prevent illness and injury and respond if they happen?

Relationships (Sex) and Health Education – Physical activity and nutrition	Kapow Primary RSE & PSHE links
KS2 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
what good physical health means; the characteristics of a balanced, healthy lifestyle	Year 3: My healthy self: How can I take care of my mind and body? Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow? Year 6: My healthy self: How do my choices today shape my future health?
the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines	Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow?
about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain	Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow?
the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing	Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow?
about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods	Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow?
how to develop healthier eating and drinking habits and how to manage influences on their choices	Year 5: My healthy self: How can I support my mind and body as I grow?
some benefits of preparing meals at home; how to plan and prepare healthy meals	This is not a statutory requirement in RSE and is taught within the Kapow Primary Design and Technology curriculum.
how and when to speak to adults (including in school) if they are worried about their health	Year 3: My healthy self: How can I take care of my mind and body? Year 4: My healthy self: How can I make healthy choices? Year 5: My healthy self: How can I support my mind and body as I grow? Year 6: My healthy self: How do my choices today shape my future health? Year 3: Health protection: How can we prevent illness and injury and respond if they happen?

Relationships (Sex) and Health Education – Changing and growing up	Kapow Primary RSE & PSHE links
KS2 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
the external genitalia and internal reproductive organs in males and females	Year 4: Growing up: How will my body and emotions change as I grow up? Year 5: Growing up: How can I manage the changes to my body and emotions as I grow up? Year 6: Sex education: How do people become parents and carers?
the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changespr	Year 4: Growing up: How will my body and emotions change as I grow up? Year 5: Growing up: How can I manage the changes to my body and emotions as I grow up?
that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them	Year 5: Growing up: How can I manage the changes to my body and emotions as I grow up?
the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing	Year 4: Growing up: How will my body and emotions change as I grow up? Year 5: Growing up: How can I manage the changes to my body and emotions as I grow up?
Sex education about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for	Year 6: Sex education: How do people become parents and carers?

Relationships (Sex) and Health Education – Personal safety and first aid	Kapow Primary RSE & PSHE links
KS2 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
about the role of rules and laws in keeping people safe	Year 6: Citizenship: How can we protect everyone's rights?
about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances	Year 4: Staying safe: What signs help me recognise what is safe and unsafe? Year 6: Staying safe: How can I stay safe as I grow up?
how to predict, assess and manage risk in different situations	Year 4: Staying safe: What signs help me recognise what is safe and unsafe? Year 6: Staying safe: How can I stay safe as I grow up?
strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety)	Year 5: Staying safe: How can I stay safe as I grow up?
what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds)	Year 3: Health protection: How can we prevent illness and injury and respond if they happen? Year 6: Further first aid (optional)
when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them	Year 3: Health protection: How can we prevent illness and injury and respond if they happen? Year 4: Staying safe: What signs help me recognise what is safe and unsafe? Year 6: Staying safe: How can I stay safe as I grow up?

Relationships (Sex) and Health Education – Online life and safety	Kapow Primary RSE & PSHE links
KS2 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
Understanding the internet about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online	Year 3: The online world: How should we communicate online? Year 4: The online world: How can we decide what to trust online? Year 5: The online world: How am I influenced by what I see online?
about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent	Year 5: The online world: How am I influenced by what I see online?
how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see	Year 5: The online world: How am I influenced by what I see online?
how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation	Year 4: The online world: How can we decide what to trust online? Year 5: The online world: How am I influenced by what I see online?
what AI is (including generative AI) and where it might be encountered in everyday life	Year 4: The online world: How can we decide what to trust online? Year 5: The online world: How am I influenced by what I see online?

Relationships (Sex) and Health Education – Online life and safety	Kapow Primary RSE & PSHE links
KS2 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
Risks, rules and wellbeing online reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing	Year 3: The online world: How should we communicate online? Year 4: The online world: How can we decide what to trust online?
the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users	Year 4: The online world: How can we decide what to trust online?
about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing	Year 3: The online world: How should we communicate online?
how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing	This is not a statutory requirement in RSE and is taught within the Kapow Primary Computing curriculum.
how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing	Year 6: The online world: How do I feel about the things I see online?
why and how to use privacy and location settings to protect information	Year 6: The online world: How do I feel about the things I see online?
where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online	Year 3: The online world: How should we communicate online?

Relationships (Sex) and Health Education – Online life and safety	Kapow Primary RSE & PSHE links
KS2 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
Safe and respectful behaviour online similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling	Year 3: The online world: How should we communicate online?
that the same principles about how to treat others apply in all contexts, including online	Year 3: The online world: How should we communicate online?
how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous	Year 3: The online world: How should we communicate online?
strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online	Year 5: The online world: How am I influenced by what I see online?
about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support	Year 3: The online world: How should we communicate online?
the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet	Year 3: The online world: How should we communicate online?
how to decide what is appropriate to share online and what should not be shared	Year 3: The online world: How should we communicate online?
the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online	Year 3: The online world: How should we communicate online? Year 4: The online world: How can we decide what to trust online? Year 5: The online world: How am I influenced by what I see online?

Relationships (Sex) and Health Education – Drug education	Kapow Primary RSE & PSHE links
KS2 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines)	Year 4: Staying safe: What signs help me recognise what is safe or unsafe? Year 6: Staying safe: How can I stay safe as I grow up?
how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma	Year 4: Staying safe: What signs help me recognise what is safe or unsafe? Year 6: Staying safe: How can I stay safe as I grow up?
to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others	Year 4: Staying safe: What signs help me recognise what is safe or unsafe? Year 6: Staying safe: How can I stay safe as I grow up?
what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break	Year 6: Staying safe: How can I stay safe as I grow up?
that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know	Year 6: Staying safe: How can I stay safe as I grow up?

Economic Wellbeing and Careers Education – Economic wellbeing	Kapow Primary RSE & PSHE links
KS2 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
that people have different attitudes towards saving and spending money	Year 4: Citizenship: How can I spend money responsibly?
what influences people's decisions about saving and spending, including individual priorities, needs and wants	Year 4: Citizenship: How can I spend money responsibly?
how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to	Year 4: Citizenship: How can I spend money responsibly?
that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics)	Year 4: Citizenship: How can I spend money responsibly?
different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account	Year 4: Citizenship: How can I spend money responsibly?
advantages and disadvantages of different ways of paying for things	Year 4: Citizenship: How can I spend money responsibly?

Economic Wellbeing and Careers Education – Careers education: aspirations, learning and work	Kapow Primary RSE & PSHE links
KS2 learning opportunities ***Pupils should have the opportunity to learn...***	**Units**
to recognise their achievements and personal strengths; how to set targets to help achieve their goals	Year 4: Connecting with others: How can we respect each other? Year 5: Connecting with others: Why are healthy relationships important?
to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy	These skills are built across the Kapow Primary scheme of work.
that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career	Year 3: Citizenship 2: What careers do people choose and why?
that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways	Year 3: Citizenship 2: What careers do people choose and why? Year 6: Citizenship: How can we protect everyone's rights?
how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career	Year 3: Citizenship 2: What careers do people choose and why? Year 6: Citizenship: How can we protect everyone's rights?
that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid	Year 3: Citizenship 2: What careers do people choose and why?
that there are different routes into careers (e.g. college, apprenticeship, university)	Year 3: Citizenship 2: What careers do people choose and why?
about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes	Year 3: Citizenship 2: What careers do people choose and why?

Version history

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

Date	Update
26.07.22	Link removed on p.16 (H26) to reflect lesson removal from website.
05.01.24	Updated to reflect refreshed Economic wellbeing units published on the website.
26.08.24	Updated to correct omissions.
30.06.26	Updated to align with the PSHE Associations 2026 programme of study and Kapow Primary's refreshed scheme for 2026/27.
21.07.26	Links updated to newly published units.
09.09.26	Links updated to newly published units.

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