

PSHE and RSE at Kingsway Primary School

Our aim is that children who leave our school in Year 6 will be able:

- ★ To be tolerate and accept the differences of everyone around them
- ★ To have a range of vocabulary to articulate their emotions and feel safe to do so.
- ★ To have a secure knowledge and understanding of the bodily and emotional changes that will occur as they grow up and be able to use the scientific vocabulary to describe this.
- ★ To identify healthy and unhealthy relationships and understand their role within it including consent, boundaries and bullying
- ★ To identify and understand how to keep their bodies and minds healthy with understanding about drugs, alcohol and mental health
- ★ To know how to keep themselves safe and have the confidence to access support if and when needed
- ★ To identify their own and others' self worth.
- ★ To make positive contributions within society.
- ★ To participate confidently in discussions and debates and know how to disagree respectfully

Our PSHE and RSE curriculum is taught weekly throughout the year and has been designed using the Kapow scheme. This scheme has been chosen with the following principles in mind:

- Cyclical: pupils revisit the 5 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 children can build on previous foundations, rather than starting again.

Our curriculum is designed to build a strong foundation for safeguarding, preparing pupils to navigate an increasingly complex world with confidence and care. Lessons promote emotional literacy, resilience and a sense of personal agency, helping pupils to approach life's challenges with maturity and compassion.

The scheme supports Spiritual, Moral, Social and Cultural (SMSC) development by encouraging pupils to:

Explore different perspectives.

Reflect on ethical issues.

Collaborate with others.

Appreciate cultural diversity through subject-specific content.

Lessons promote British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) by incorporating activities that encourage debate, respect for differing opinions and an understanding of societal structures.

We supplement the programme with additional initiatives that will benefit both the pupils and the wider school community such as Anti-Bullying, Mental Health Awareness, the NSPCC Pants Campaign, Participation in national events such as International Women's Day, LGBT+ History Month, Black History Month and Stephen Lawrence Day.

EYFS

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Self regulation: My Feelings (6 lessons)</i>	<i>Building relationships: My family and friends (6 lessons)</i>	<i>Managing self: Taking on challenges (6 Lessons)</i>	<i>Self regulation: Listening and following instructions (6 lessons)</i>	<i>Building relationships: Special relationships (6 lessons)</i>	<i>Managing self: My wellbeing (6 lessons)</i>

Year 1/2

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Families & Relationships (A) <i>8 Lessons</i>	Health and Wellbeing (A) <i>8 Lessons</i>	Safety & The Changing body (A) <i>8 Lessons</i>		Citizenship (A) <i>6 Lessons</i>	Economic Wellbeing (A) <i>5 Lessons</i> Transition (A) <i>1 Lesson</i>
Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Families & Relationships (B) <i>8 Lessons</i>	Health and Wellbeing (B) <i>7 Lessons</i>	Safety & The Changing Body (B) <i>9 Lessons</i>		Citizenship (B) <i>7 Lessons</i>	Economic Wellbeing (B) <i>5 Lessons</i> Transition (B) <i>1 Lesson</i>

Year 3/4

Cycle A	Autumn 1	Autumn 2	Spring 1 (7 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
	Families & Relationships (A) <i>(9 lessons)</i>	Health & Wellbeing (A) <i>(8 lessons)</i>	Safety & The Changing body (A) <i>(8 lessons)</i>		Citizenship (A) <i>(6 lessons)</i>	Economic Wellbeing (A) <i>(5 Lessons)</i> Transition (A) <i>1 Lesson</i>
Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Families & Relationships (B) <i>9 Lessons</i>	Health & Wellbeing (B) <i>6 Lessons</i>	Safety & The Changing Body (B) <i>8 Lessons</i>		Citizenship (B) <i>7 Lessons</i>	Economic Wellbeing (B) <i>5 Lessons</i> Transition (B) <i>1 Lesson</i>

Year 5/6

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Families & Relationships (A) <i>8 Lessons</i>	Health & Wellbeing (A) <i>7 Lessons</i>	Citizenship (A) <i>6 Lessons</i>	Economic Wellbeing (A) <i>5 Lessons</i>	Safety & The Changing body (A) <i>** Lesson 7/8 - parents able to withdraw consent. **</i> <i>8 Lessons</i> Identity (A) <i>2 Lessons (Year 6 Only)</i> Transition (A) <i>1 Lesson</i>	
Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Families & Relationships (B) <i>8 Lessons</i>	Health & Wellbeing (B) <i>8 Lessons</i>	Citizenship (B) <i>6 Lessons</i>	Economic Wellbeing (B) <i>5 Lessons</i>	Safety & The Changing Body (B) <i>** Lesson 6/7 - parents able to withdraw consent. **</i> <i>7 Lessons</i> Identity (A) <i>2 Lessons (Year 6 Only)</i> Transition (B) <i>1 Lesson</i>	

Progression of Skills and Knowledge

Subject: PSHE



Families & Relationships

Health & Wellbeing

Safety & The Changing Body
(Y6) Transition

Citizenship

Economic Wellbeing

Identity

= Covered by Science Curriculum

= Covered by Computing/Online Safety curriculum

EYFS

ELG: PSED: **Managing Self:**

- 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.

ELG: PSED: **Self Regulation:**

- 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.

ELG: PSED: **Building Relationships:**

- 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

ELG: C&L: **Listening, attention and understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: C&L: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Express their ideas and feelings about their experiences using full sentences,

ELG: UTWL: Past & Present:

- Talk about the lives of the people around them and their roles in society

ELG: UTWL: People, Culture and Communities:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Year 1	Year 2
<p><u>Families & Relationships</u></p> <ul style="list-style-type: none"> -I can understand that families look after us. -I can understand some characteristics of a positive friendship. -I can understand that I should respect different types of families (A) -I can recognize how other people show their feelings. -I can work with people I don't know very well -I can understand that friendships can have problems but that these can be overcome. -I can understand what 'stereotyping' means -I know that there are ways we can remember people or events. (B) <p><u>Health & Wellbeing</u></p> <ul style="list-style-type: none"> -I can wash my hands properly. (A) -I can explore the effect that food and drink can have on my teeth. (B) -I can explore positive sleep habits. (A) -I can explore different methods of relaxation (A) -I can explore health-related jobs (A) -I can explore some of the benefits of exercise. (B) -I can explore some of the benefits of a healthy balanced diet. (B) -I can suggest how to improve an unbalanced meal. (B) -I can learn breathing exercises to aid relaxation. (B) -I can identify different ways to manage feelings. (A) -I can learn how to deal with an allergic reaction. (A) -I can identify personal strengths and qualities. (A) 	<p><u>Families & Relationships</u></p> <ul style="list-style-type: none"> -I can understand that families offer love, care and support. -I know some problems which might happen in friendships. -I can understand that I should respect different types of families (A) -I can understand how other people show their feelings and how to respond to them. - I can understand what good manners are. -I can understand that some problems in friendships might be more serious and need addressing. - I can understand some gender stereotypes related to jobs. -I know that there are ways we can remember people or events. (B) <p><u>Health & Wellbeing</u></p> <ul style="list-style-type: none"> -I can wash my hands properly. (A) -I can explore the effect that food and drink can have on my teeth (B) -I can explore positive sleep habits. (A) -I can explore different methods of relaxation (A) -I can explore health-related jobs (A) -I can explore some of the benefits of exercise. (B) -I can explore some of the benefits of a healthy balanced diet. (B) -I can suggest how to improve an unbalanced meal. (B) -I can learn breathing exercises to aid relaxation. (B) -I can explore strategies to manage different emotions. (A) -I can learn how to deal with an allergic reaction. (A)

- I can identify personal goals and how to work towards them. (B)
- I can explore the need for perseverance and developing a growth mindset. (B)

Safety & The Changing Body

- I can understand people's roles within the local community that help keep us safe. (A)
- I can practise what to do if I get lost. (B)
- I can identify hazards that may be found at home. (B)
- I can explore ways to stay safe online. (B)
- I can explain how to behave safely near traffic.
- I can understand what can safely go into my body
- I can practise making an emergency phone call. (A)
- I can explain the difference between a secret and a surprise (A)
- I can identify appropriate and inappropriate physical contact
- I can discuss the concept of privacy.
- I can name private parts
- I can choose what happens to my body

Citizenship

- I can recognise why rules are necessary.
- I can recognise the importance of looking after the school environment. (A)
- I can identify ways to help look after the school environment. (A)
- I can discuss how to meet the needs of different pets. (B)
- I can discuss how to care for others (B)
- I can discuss issues of concern to me. (B)
- I understand that everyone is unique.
- I understand that there are a range of jobs that help our community. (A)
- I understand how voting works (B)

Economic Wellbeing

- I can describe different ways we can keep money safe. (A)
- I can recognise that different skills are needed for different jobs.
- I can explain how children might get money.
- I can explain the difference between wants and needs.
- I can explain that banks and building societies are a way of keeping money safe
- I can recognise that people make different choices about saving and spending.(B)

Transition

- I can identify the positives and challenges of change
- I can explain some of the skills I have developed in Year 1

- I can identify personal strengths and qualities. (A)
- I can identify personal goals and how to work towards them. (B)
- I can explore the need for perseverance and developing a growth mindset. (B)

Safety & The Changing Body

- I can understand people's roles within the local community that help keep us safe. (A)
- I can practise what to do if I get lost. (B)
- I can identify hazards that may be found at home. (B)
- I can explore ways to stay safe online. (B)
- I can explain how to cross a road safely
- I can understand that I should only take medicines with a grown ups permission.
- I can practise making an emergency phone call. (A)
- I can explain the difference between a secret and a surprise (A)
- I can understand that different physical contact is okay from different people
- I can name someone I can talk to if I'm worried about something
- I can choose what happens to my body

Citizenship

- I can explain why rules are in place.
- I can recognise the importance of looking after the school environment. (A)
- I can identify ways to help look after the school environment. (A)
- I can discuss how to meet the needs of different pets. (B)
- I can discuss how to care for others (B)
- I can discuss issues of concern to me. (B)
- I can explain how different people contribute to the local community.
- I understand that there are a range of jobs that help our community. (A)
- I understand how voting works (B)

Economic Wellbeing

- I can describe different ways we can keep money safe.(A)
- I can explain some things involved in choosing a job
- I can explain how adults might get money.
- I can recognise that saving may be necessary to buy the things we want.
- I can consider different elements when choosing a bank account
- I can recognise that people make different choices about saving and spending.(B)

Transition

- I can identify the positives and challenges of change
- I can ask questions to help me deal with change

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Year 3	Year 4
<p><u>Families & Relationships</u></p> <ul style="list-style-type: none"> -I can explain some steps I can take to resolve problems with my friends -I understand the impact bullying can have on individuals (A) -I understand the role bystanders can play in stopping bullying (A) -I can explain how stereotypes can be challenged -I can explain some stereotypes that exist about older people -I can explain some boundaries in friendships (A) -I can identify people I trust and why (A) -I understand how I should treat people who are different to me -I can explain some things that might help someone who has experienced a bereavement (A) -I can explain ways in which families support each other (B) -I understand that what I say and do affects others (B) -I understand that there are different ways to communicate (B) -I understand that good manners are a way of showing respect for others (B) <p><u>Health & Wellbeing</u></p> <ul style="list-style-type: none"> -I understand what a balanced diet is -I can describe the benefits of a healthy diet on mental and physical well being (A) -I can use stretching to relax (A) -I can describe aspects of my identity (A) -I can describe how I can use my strengths to help others (A) -I can learn from mistakes (A) -I can express my feelings to others -I can take action to affect my own happiness (A) -I can explain what to do to keep my teeth healthy (B) -I can visualise a place that makes me feel calm (B) -I can describe my strengths (B) -I can break down a problem into smaller goals (B) -I understand it is normal to experience a range of emotions (B) -I understand that we all have mental health as well as physical health (B) 	<p><u>Families & Relationships</u></p> <ul style="list-style-type: none"> -I understand what bullying is -I understand the impact bullying can have on individuals (A) -I understand the role bystanders can play in stopping bullying (A) -I can explain the negative impact of stereotypes -I understand that stereotypes can affect how I see people -I can explain some boundaries in friendships (A) -I can identify people I trust and why (A) -I understand that families are all different and I should respect these differences -I can explain some things that might help someone who has experienced a bereavement (A) -I can explain ways in which families support each other (B) -I understand that what I say and do affects others (B) -I understand that there are different ways to communicate (B) -I understand that good manners are a way of showing respect for others (B) <p><u>Health & Wellbeing</u></p> <ul style="list-style-type: none"> -I understand that I need more energy from food when I am more energetic -I can describe the benefits of a healthy diet on mental and physical well being (A) -I can use stretching to relax (A) -I can describe aspects of my identity (A) -I can describe how I can use my strengths to help others (A) -I can learn from mistakes (A) -I can practise creating boundaries -I can take action to affect my own happiness (A) -I can explain what to do to keep my teeth healthy (B) -I can visualise a place that makes me feel calm (B) -I can describe my strengths (B) -I can break down a problem into smaller goals (B) -I understand it is normal to experience a range of emotions (B) -I understand that we all have mental health as well as physical health (B)

Safety & The Changing Body

- I understand how to use positive language within an email. (A)
- I can recognise unkind behaviour and know how to report it. (A)
- I can explain some of the risks of sharing some images online. (A)
- I understand the difference between private and public. (A)
- I can identify an allergic reaction to a bite or sting. (A)
- I understand some choices I can make.
- I know the information I need to give to emergency services if they are called to an incident.
- I can explain rules for keeping safe.
- I can recognise when an email might be fake. (B)
- I can explain why age restrictions are put in place. (B)
- I can understand whether information will be useful or not. (B)
- I understand the possible risks of smoking tobacco. (B)
- I can identify and manage a casualty who is having an asthma attack (B)

Citizenship

- I understand that recycling rubbish helps protect the environment.
- I can identify groups that exist in the community
- I can explain some of the things the council does.
- I can explain some of the consequences of breaking rules. (A)
- I can explain how some rights benefit me.
- I understand that everyone has human rights. (A)
- I can explain why differences benefit a community. (B)
- I can describe how we can support charities.(B)

Economic Wellbeing

- I can identify things that can influence how we decide to spend our money
- I can explain the importance of budgeting
- I can explain what emotions someone might feel in different situations involving money
- I understand that there are many jobs available
- I can explain why gender should not be a factor in choosing a job (A)
- I understand that people can change their job (B)

Transition

- I can set myself goals

Safety & The Changing Body

- I understand how to use positive language within an email. (A)
- I can recognise unkind behaviour and know how to report it. (A)
- I can explain some of the risks of sharing some images online. (A)
- I understand the difference between private and public. (A)
- I can identify an allergic reaction to a bite or sting. (A)
- I understand that there are people who will influence what I choose.
- I understand that my body will change as I become an adult.
- I can identify some physical changes I will go through before I become an adult.
- I can recognise when an email might be fake. (B)
- I can explain why age restrictions are put in place. (B)
- I can understand whether information will be useful or not. (B)
- I understand the possible risks of smoking tobacco. (B)
- I can identify and manage a casualty who is having an asthma attack (B).

Citizenship

- I understand the environmental benefits of reusing items.
- I can explain how groups help a community.
- I understand the role of local councillors.
- I can explain some of the consequences of breaking rules. (A)
- I can explain how adults have responsibilities for maintaining children's rights.
- I understand that everyone has human rights. (A)
- I can explain why differences benefit a community. (B)
- I can describe how we can support charities.(B)

Economic Wellbeing

- I can describe my opinion on what makes something good value for money
- I can explain some ways of tracking money
- I can explain some feelings associated with losing money
- I understand that there are a range of influences on job choices
- I can explain why gender should not be a factor in choosing a job (A)
- I understand that people can change their job (B)

Transition

- I can explain the opportunities and responsibilities that change might bring

Year 5

Families & Relationships

- I understand what makes a good friend (A)
- I understand that everyone deserves a basic level of respect
- I understand that having respect for myself will help me make good choices.(A)
- I understand that marriage is a legal commitment. (A)
- I can explain how someone who is being bullied might feel (A)
- I can explain why gender equality is important.
- I understand that stereotypes can influence us without us really realising it.
- I understand that friendships can sometimes be strengthened after an issue has occurred. (B)
- I understand that sometimes families can make children feel unhappy or unsafe. (B)
- I understand that grief is different for different people and in different situations. (B)

Health & Wellbeing

- I can perform yoga stretches (A)
- I understand what affects sleep (A)
- I know that it is important to learn from failure (A)
- I can say what I need to do to get better at something (A)
- I can use different strategies to manage my feelings (A)
- I can plan a healthy meal, following the NHS recommended daily intake allowance (A)
- I understand the risks of exposure to the sun (A)
- I can describe how mindfulness strategies could help me manage my feelings (B)
- I can create achievable goals (B)
- I can suggest ways I can take responsibility for my own health (B)
- I understand that technology can have an impact on my health (B)
- I can describe a range of resilience strategies (B)
- I can explain some benefits of immunisation (B)
- I understand that changes in my body could be due to illness (B)
- I understand that habits can be good or bad (B)

Safety & The Changing Body

- I understand the difference between a friend, an acquaintance and someone I meet online. (A)
- I can identify possible dangers online. (A)
- I can explain how to administer first aid to a casualty who is choking (A)
- I understand the risks of drinking alcohol. (A)
- I know some strategies I can use to overcome pressure from others. (A)
- I can explain some signs that a news story is fake (B)

Year 6

Families & Relationships

- I understand what makes a good friend (A)
- I understand that I should treat others how I expect to be treated myself
- I understand that having respect for myself will help me make good choices.(A)
- I understand that marriage is a legal commitment. (A)
- I can explain how someone who is being bullied might feel (A)
- I can explain how stereotypes can affect the way people are treated and can lead to discrimination.
- I understand a range of stereotypes.
- I understand that friendships can sometimes be strengthened after an issue has occurred. (B)
- I understand that sometimes families can make children feel unhappy or unsafe. (B)
- I understand that grief is different for different people and in different situations. (B)

Health & Wellbeing

- I can perform yoga stretches (A)
- I understand what affects sleep (A)
- I know that it is important to learn from failure (A)
- I can say what I need to do to get better at something (A)
- I can use different strategies to manage my feelings (A)
- I can plan a healthy meal, following the NHS recommended daily intake allowance (A)
- I understand the risks of exposure to the sun (A)
- I can describe how mindfulness strategies could help me manage my feelings (B)
- I can create achievable goals (B)
- I can suggest ways I can take responsibility for my own health (B)
- I understand that technology can have an impact on my health (B)
- I can describe a range of resilience strategies (B)
- I can explain some benefits of immunisation (B)
- I understand that changes in my body could be due to illness (B)
- I understand that habits can be good or bad (B)

Safety & The Changing Body

- I understand the difference between a friend, an acquaintance and someone I meet online. (A)
- I can identify possible dangers online. (A)
- I can explain how to administer first aid to a casualty who is choking (A)
- I understand the risks of drinking alcohol. (A)
- I know some strategies I can use to overcome pressure from others. (A)

-I understand respect is as important online as it is offline. (B)

- I know how to comfort and reassure a casualty who is bleeding. (B)
- I can place a casualty who is unresponsive and breathing normally into the recovery position (B)
- I can accurately label internal reproductive organs.
- I understand the process of the menstrual cycle.
- I understand that puberty may change my feelings as well as my body.

Citizenship

- I understand what happens when someone breaks the law.(A)
- I can describe what prejudice and discrimination are and why they are wrong. (A)
- I can explain some of the things individuals can do to reduce use of materials and energy. (A)
- I can explain how some individuals have contributed to society. (A)
- I can explain what freedom of expression means and what limitations there are
- I understand how Parliament works.
- I understand what a pressure group is. (B)
- I can identify a range of role models with different characteristics. (B)
- I can describe some environmental issues relating to food. (B)
- I can describe some of the responsibilities I have towards other people and living things. (B)

Economic Wellbeing

- I can explain why someone might borrow money (A)
- I understand what income and expenditure are (A)
- I understand that income might change and how families might deal with this (A)
- I can explain why people might take risks with money (A)
- I can explain some key things about specific jobs
- I can explain a range of factors that might affect our feelings towards money (B)
- I can explain what to do if I am worried about my bank account (B)
- I can explain some ways that stereotypes can be overcome in the workplace (B)
- I understand what gambling is (B)

Transition

- I understand the skills needed to take on roles in school

-I can explain some signs that a news story is fake (B)

-I understand respect is as important online as it is offline. (B)

- I know how to comfort and reassure a casualty who is bleeding. (B)
- I can place a casualty who is unresponsive and breathing normally into the recovery position (B)
- I understand changes that happen during puberty for boys, girls and both.
- I understand how a baby is conceived.
- I understand how a baby develops in the womb during pregnancy.

Citizenship

- I understand what happens when someone breaks the law.(A)
- I can describe what prejudice and discrimination are and why they are wrong. (A)
- I can explain some of the things individuals can do to reduce use of materials and energy. (A)
- I can explain how some individuals have contributed to society. (A)
- I understand why individuals campaign for causes they believe in.
- I can identify some qualities needed to be an MP.
- I understand what a pressure group is. (B)
- I can identify a range of role models with different characteristics. (B)
- I can describe some environmental issues relating to food. (B)
- I can describe some of the responsibilities I have towards other people and living things. (B)

Economic Wellbeing

- I can explain why someone might borrow money (A)
- I understand what income and expenditure are (A)
- I understand that income might change and how families might deal with this (A)
- I can explain why people might take risks with money (A)
- I can explain the options available for a job I want to do
- I can explain a range of factors that might affect our feelings towards money (B)
- I can explain what to do if I am worried about my bank account (B)
- I can explain some ways that stereotypes can be overcome in the workplace (B)
- I understand what gambling is (B)

Identity

- I understand that a range of things make up identity
- I understand that images can be manipulated and are not realistic

Transition

- I understand that change can bring opportunity but also worry

