

RSE and PSHE

Whole School Progression Map



We always try to be that little bit better

INTENT - What are our aspirations?

Our curricular goals:

To provide children with the knowledge, skills, and attitudes they need to effectively navigate life in the 21st century. To develop a strong sense of self-awareness, resilience, and positive relationships. To ensure children are equipped to make informed decisions regarding their health, wellbeing, relationships, and financial matters. To support children in becoming confident individuals and active members of society.

The schools **values** and how the subject develops them:

School Value	Kindness	Determination	Respect	Aspiration
Purpose	To develop kind, confident and active members of the community.	To enable pupils' to become confident individuals.	To appreciate and understand diversity	To support children in making informed choices.
Overview	Pupils' explore respect, empathy and positive relationships.	Pupils' develop resilience, self-confidence and emotional wellbeing.	Pupils' gain an understanding of different families, relationships, and cultures and are faced with resources highlighting diversity.	Pupils learn how to make informed choices and take responsibility for their health, wellbeing and financial matters.

The principal aim of RSE & PSHE is to enable pupils to develop a balanced and informed understanding of relationships, health, and social responsibilities.

Aims

Kapow Primary's RSE & PSHE Curriculum aims to develop:

Long Term Sequence (including EYFS to KSI progression)

- Well-rounded individuals who can make informed choices about their health and relationships.
- Resilient and confident learners prepared for the modern world.
- Respectful and empathetic individuals who appreciate diversity and equality.
- Critical thinkers who can assess risks and make safe choices.

IMPLEMENTATION - How will we deliver this learning?

Children will build upon their learning through a progressive programme where each area is revisited. Learning is based on the statutory requirements for Relationships and Health education with further input regarding citizenship and economic wellbeing added from the PSHE association Programme of Study. Sex education forms part of the year 6 learning.

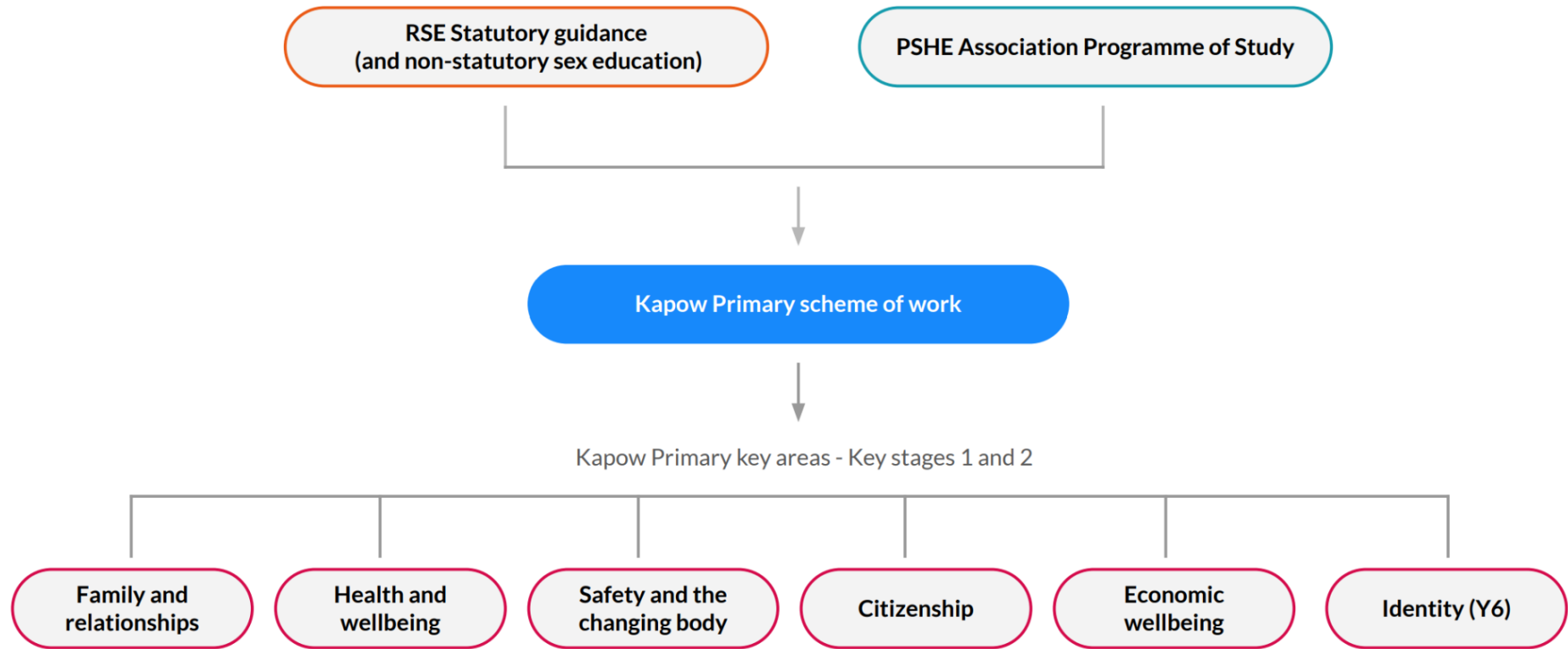
EYFS ELG

- **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 activity, and show an ability to follow instructions involving several ideas or actions**
- **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**
- **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**

Strand	EYFS (Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families & Relationships	Learning about families and relationships, understanding different family structures.	Recognizing special people in their lives, learning to share and cooperate.	Exploring different types of families and understanding respect.	Learning about family problems and where to seek help.	Respectful discussions about different families and cultures.	Understanding how families influence emotions and safety.	Exploring respect, stereotypes, and resolving conflicts.
Friendships	Learning to share, take turns, and be kind.	Identifying qualities of a good friend.	Managing friendship problems and developing empathy.	Understanding the impact of bullying and the role of a bystander.	Recognizing and setting boundaries in friendships.	Learning negotiation and compromise in conflict resolution.	Identifying healthy and unhealthy friendships.
Respectful Relationships	Learning about uniqueness and valuing others.	Exploring differences and similarities.	Understanding manners and respectful behavior.	Learning how to be a trustworthy friend.	Recognizing stereotyping and discrimination.	Exploring respect in relationships and challenging stereotypes.	Understanding respect, discrimination, and fairness.
Change & Loss	N/A	N/A	Understanding how to cope with change and loss.	Recognizing grief and bereavement.	Learning to support others through loss.	Understanding emotions related to grief.	Exploring the grieving process.
Health & Wellbeing	Learning about healthy eating and exercise.	Understanding hygiene and self-care.	Exploring balanced diets and the importance of sleep.	Learning about relaxation techniques.	Developing habits for a healthy lifestyle.	Managing stress, relaxation, and healthy routines.	Understanding the connection between mental and physical health.
Mental Wellbeing	Identifying and expressing emotions.	Learning ways to cope with emotions.	Developing empathy and problem-solving skills.	Exploring personal strengths and belonging.	Understanding emotional resilience.	Learning strategies to manage stress.	Building emotional intelligence and resilience.

Being Safe (Including Online)	Learning about basic safety and following rules.	Understanding road safety and personal space.	Recognizing online safety and privacy.	Identifying unsafe situations online and offline.	Learning how to seek help when uncomfortable.	Understanding online relationships and risks.	Developing digital responsibility and online awareness.
Drugs, Alcohol & Tobacco	N/A	Learning what is safe to put in or on the body.	Recognizing medicine safety.	Understanding peer pressure and decision-making.	Learning about smoking risks.	Discussing alcohol risks and peer pressure.	Understanding substance risks and decision-making.
Changing Adolescent Body	N/A	N/A	Learning basic body awareness.	Introduction to puberty changes.	Exploring physical and emotional puberty changes.	Understanding menstruation and reproduction.	Learning about puberty, reproduction, and emotional well-being.
Basic First Aid	N/A	Learning how to make an emergency call.	Understanding how to respond to minor injuries.	Learning about allergic reactions and emergency response.	Learning about asthma and first aid responses.	Managing bleeding and first aid techniques.	Understanding emergency response and CPR basics.
Citizenship	Understanding fairness and rules.	Learning about responsibilities and choices.	Recognizing community roles and voting.	Exploring rights and responsibilities.	Understanding democracy and human rights.	Learning about government and activism.	Exploring prejudice, discrimination, and societal change.
Economic Wellbeing	Recognizing the importance of money.	Understanding how money is earned and saved.	Learning about needs versus wants.	Exploring budgeting and financial decisions.	Recognizing job influences and career choices.	Understanding loans, borrowing, and financial responsibility.	Learning about financial risks, gambling, and career paths.

How is the RSE PSHE scheme of work organised?



Each lesson follows the model

- CONNECT to prior knowledge
- EXPLAIN new content
- Give an EXAMPLE of new learning
- Pupils ATTEMPT new learning with scaffolding
 - APPLY new learning independently
- Pupils are CHALLENGED to integrate learning with prior knowledge

Knowledge Organisers are used for every unit to

- Convey the core knowledge in one place
- Provide a reference point for pupils and teachers
- To support questioning and retrieval
- To support participation in lessons
- To highlight key vocabulary

Curriculum Enrichment

- Kidsafe
- Whole school RSE week
- Strong links with local community initiatives and school nursing team.
- Links with Healthy Heads professionals to promote wellbeing.
- Links within assemblies and charity work

SEND

The curriculum at SDPS is inherently designed to support pupils with SEND through universal quality first teaching. This includes:

- High expectations and aspirations for all learners
- A carefully structured and sequenced curriculum
- Pre-planned and focused direct vocabulary instruction
- Modelling and demonstration
- Chunked instructions which are supported by visuals.
- The use of manipulatives and multi-sensory approaches to enhance the curriculum
- Review, recall, repetition and retrieval
- Frequent formative assessment as teachers check for understanding
- Accurate and regular feedback

However, we recognise some pupils need provision 'additional to' quality first teaching in order to reach their potential in RSE and PSHE.

This includes:

- Carefully considered scaffolding
- Pre and post-teaching
- Pre-planned management of cognitive load
- Explicit instruction and modelling
- Structured challenge, without ceilings
- Alternative ways of recording
- Additional targeted adult support.

IMPACT - how do we know our curriculum is effective?

Pupil Voice:

- Use of appropriate vocabulary.
- Ability to discuss key concepts.
- Confidence in expressing views and making informed choices.

High Quality Outcomes: Book Looks:

- Demonstrates engagement and understanding.
- Evidence of progression in learning.
- Use of appropriate terminology and application of knowledge.

Assessment tools

- Knowledge quizzes and concept mapping.
- Formative assessment throughout lessons.
- Summative assessment to evaluate long-term knowledge retention.

KAPOW is designed and built on the premise that 'learning equals a persistent change in the long term memory.' Therefore, the assessment structures are designed to evaluate the effectiveness of the curriculum sometime after it has been taught.

Summative assessment checks student progress by evaluating how much of the curriculum they have learned.

Formative assessment involves ongoing checks during lessons using strategies like clear learning goals, questioning, feedback, and retrieval practice to guide instruction.