

Curriculum overview for parents and carers

RSE & PSHE

A summary of key RSE & PSHE learning for Reception to Year 5/6.



For more information about Kapow Primary's RSE & PSHE scheme, visit the [RSE & PSHE: Parent zone](#).

EYFS (Reception)

Unit 1

Self-regulation: My feelings

Understanding feelings and emotions by recognising specific emotions, expressing them appropriately and managing strong feelings effectively. The children identify their own and others' emotions and learn strategies to respond positively.

Activity 1: Identifying my feelings

Learning how to identify feelings and associating feelings with different colours.

Activity 2: Feelings jars

Creating feelings jars and using them to help identify and express the children's feelings.

Activity 3: Coping strategies

Exploring coping strategies to help regulate emotions and identifying how characters in a story may be feeling.

Activity 4: Describing feelings

Learning the appropriate vocabulary to describe different emotions.

Activity 5: Facial expressions

Exploring different facial expressions and identifying the different feelings they can represent.

Activity 6: Creating a calm corner

Learning to identify different feelings based on corresponding facial expressions and exploring ways to moderate behaviour, socially and emotionally.

Unit 2

Building relationships: Special relationships

Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.

Activity 1: My family

Discussing different types of families and what makes them special.

Activity 2: Special people

Identifying people who are special and considering what it means to be a valued person.

Activity 3: Sharing

Learning the importance of sharing with others through role-play activities and discussion.

Activity 4: I am unique

Recognising strengths, interests and qualities while developing a positive sense of self.

Activity 5: My interests

Exploring how the children see themselves as individuals through discussion, drawing and sharing interests.

Activity 6: Similarities and differences

Celebrating diversity through activities and discussing similarities and differences.

EYFS (Reception)

Unit 3

Managing self: Taking on challenges

Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.

Activity 1: Why do we have rules?

Exploring the purpose and importance of rules through activities and games.

Activity 2: Building towers

Recognising the importance of persistence through teamwork activities, developing confidence in their own ability to solve problems.

Activity 3: Team den building

Learning to work as a team to overcome challenges and communicating effectively with others to build a den.

Activity 4: Grounding

Learning grounding coping strategies and how to use them in different situations.

Activity 5: Team races

Exploring the importance of perseverance in the face of challenge through team races.

Activity 6: Circus skills

Discovering how to face and complete challenges by learning and performing circus skills.

Unit 4

Self-regulation: Listening and following instructions

Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.

Activity 1: Simon says

Learning the importance of listening carefully by playing recall games.

Activity 2: Listening to a story

Listening attentively to a story, answering questions about it and retelling parts of it.

Activity 3: Pass the whisper

Understanding the importance of listening carefully, telling the truth and thinking of others' feelings.

Activity 4: Obstacle races

Following instructions and actions and persevering when things get more challenging.

Activity 5: Blindfold walk

Learning to follow and give instructions involving several ideas or actions.

Activity 6: Treasure hunt

Learning to listen and respond to phrases and instructions.

EYFS (Reception)

Unit 5

Building relationships: My family and friends

Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.

Activity 1: Festivals

Thinking about the perspectives of others and learning about how different beliefs celebrate special times.

Activity 2: Sharing

Recognising why sharing is important through discussion and games.

Activity 3: What makes a good friend?

Identifying the characteristics that make a good friend.

Activity 4: Being a good friend

Learning the importance of supporting others by being kind.

Activity 5: Teamwork

Understanding the importance of perseverance when faced with a challenge.

Activity 6: Celebrating friendships

Planning a party to celebrate the special friendships within the class.

Unit 6

Managing self: My wellbeing

Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.

Activity 1: What is exercise?

Learning about the importance of exercise and exploring how exercise affects different parts of the body.

Activity 2: Yoga and relaxation

Exploring yoga, guided meditation and relaxation.

Activity 3: Looking after ourselves

Understanding why it is important to be able to take care of oneself.

Activity 4: Being a safe pedestrian

Exploring what it means to be a safe pedestrian.

Activity 5: Eating healthily

Recognising what it means to eat healthily.

Activity 6: A rainbow of food

Understanding the importance of healthy food choices and what a balanced diet is.

Year 1/2 Cycle A

Autumn 1

Connecting with others: How can I help myself and others feel happy and safe?

Identifying what makes themselves and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.

Autumn 2

The online world: How do we spend time online?

Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.

Spring 1

Health protection: How can I protect myself and others in daily life?

Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency.

Spring 2

Staying safe: How can I stay safe?

Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.

Summer 1

Connecting with others: How can I build safe, kind and caring relationships with others?

Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.

Summer 2

The online world: How can we stay safe online?

Understanding how the internet is used to share information and content while recognising that not everything online is suitable or trustworthy. Pupils explore how online content can affect their feelings and learn strategies for responding safely when something they see online makes them uncomfortable or worried.

Year 3/4 Cycle A

Autumn 1

Connecting with others: What helps us feel safe and included?

Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.

Autumn 2

The online world: How should we communicate online?

Exploring relationships and communication in online spaces and learning how to interact respectfully and safely with others. Pupils consider how online words and actions can affect people, recognise online bullying and develop strategies for responding to upsetting situations and seeking help when needed.

Spring 1

Citizenship: What careers do people choose and why?

Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace.

Spring 2

Staying safe: What signs help me recognise what is safe or unsafe?

Developing personal safety skills through recognising warning signs, responding to uncomfortable situations and seeking help when needed. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.

Summer 1

Connecting with others: How can we respect each other?

Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.

Summer 2

The online world: How can we decide what to trust online?

Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.

Year 5/6 Cycle A

Autumn 1

Connecting with others: Why are healthy relationships important?

Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.

Autumn 2

The online world: How am I influenced by what I see online?

Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.

Spring 1

Citizenship: How can we be in control of our money?

Exploring money management by learning how needs and wants can influence spending decisions and financial choices. Pupils develop budgeting skills, investigate borrowing and interest and identify ways to manage money safely, including recognising the risks associated with online spending and gambling.

Spring 2

Connecting with others: What does it mean to stand up for myself and others?

Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying and recognising when to seek help from trusted adults and support services.

Summer 1

The online world: How do I feel about the things I see online?

Examining how online experiences can affect emotional wellbeing and relationships by reflecting on time spent online. Pupils compare online and face-to-face interactions, recognise unhealthy online habits and develop strategies for maintaining a balanced relationship with technology.

Summer 2

Staying safe: How can I stay safe as I grow up?

Developing independence and personal safety skills by assessing risks and planning how to stay safe in different situations. Pupils identify strategies for safe travel, recognise hazards around roads, railways and water and develop the confidence to resist peer pressure.