Curriculum overview for parents and carers

RSE & PSHE 2026/27

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

For more information about Kapow Primary's RSE & PSHE scheme, visit *RSE & PSHE: Parent zone.*

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	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.

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	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.

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	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.

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	Year 1		
Autumn 1	**My healthy self: How can we look after our emotions?** Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.	Autumn 2	**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.
Spring 1	**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 2	**Citizenship: How can I help others and the environment?** Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.
Summer 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.	Summer 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.

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	Year 2		
Autumn 1	**My healthy self: How can we look after our bodies?** Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.	Autumn 2	**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.
Spring 1	**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.	Spring 2	**Citizenship: How do people belong to a community and earn money?** Exploring communities, belonging and money through learning about the different groups people are part of and how decisions can be made fairly. Pupils reflect on similarities and differences within their community, use simple voting to consider different viewpoints and develop an understanding of where money comes from and how it is earned.
Summer 1	**Growing up: How can we look after and respect our bodies as we grow?** Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.	Summer 2	**Staying safe: How can I make safe choices in different places?** Understanding how to make safe choices in different places by recognising potential dangers and knowing how to respond safely. Pupils learn how to keep their bodies safe, identify trusted adults and follow safety rules at home, in public places and around water. They also develop confidence in asking for help when needed.

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	Year 3		
Autumn 1	**My healthy self: How can I take care of my mind and body?** Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.	Autumn 2	**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.
Spring 1	**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 2	**Citizenship 1: What rights and responsibilities do we have?** Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.
Summer 1	**Health protection: How can we prevent illness and injury and respond if they happen?** Investigating how healthy habits and medicines help prevent illness and protect wellbeing. Pupils explore hygiene, sun safety and vaccines, apply basic first aid for common injuries and learn how to make informed decisions about when and how to seek medical help, including calling 999.	Summer 2	**Citizenship 2: 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.

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	Year 4		
Autumn 1	**My healthy self: How can I make healthy choices?** Understanding how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration. Pupils identify strategies for developing a growth mindset and recognise how acts of kindness and helping others can have a positive impact on themselves and those around them.	Autumn 2	**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.
Spring 1	**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.	Spring 2	**Citizenship: How can I spend my money wisely?** Learning about managing money by examining the different ways people pay for goods and services, including cash and cards. Pupils develop an understanding of budgeting, value for money and financial decision-making, while considering how money can influence people's feelings and choices.
Summer 1	**Growing up: How will my body and emotions change as I grow up?** Understanding the physical and emotional changes that occur during puberty, including periods, privacy, boundaries and consent. Pupils recognise that puberty happens at different times for everyone, learn strategies for managing changes and identify trusted people they can talk to for support and advice.	Summer 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.

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	Year 5		
Autumn 1	**My healthy self: How can I support my mind and body as I grow?** Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.	Autumn 2	**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.
Spring 1	**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 2	**Citizenship 1: How can we make a difference in our communities and beyond?** Examining how people contribute to their communities through learning about caring roles, community groups and the ways they support local life. Pupils develop an understanding of democracy by investigating how local councillors and Parliament help make decisions that affect communities and wider society.
Summer 1	**Growing up: How can I manage the changes to my body and emotions as I grow up?** Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.	Summer 2	**Citizenship 2: 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.

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Year 6

Autumn 1	**My healthy self: How do my choices today shape my future health?** Considering how everyday choices affect future wellbeing by learning about emotions, mindset and healthy habits. Pupils develop strategies for managing emotions, consider the long-term impact of lifestyle choices and reflect on how their actions affect themselves and others.	**Autumn 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.
Spring 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.	**Spring 2**	**Citizenship: How can we protect everyone's rights?** Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.
Summer 1	**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.	**Summer 2** *Refer to your school's RSHE policy to see whether Sex education is taught.	**Option 1: Further first aid** Practising first aid skills through learning how to stay calm, assess a situation and respond to common emergencies. Pupils learn how to make an effective 999 call and identify when emergency services or other sources of help are needed. **Option 2: Sex education: How do people become parents and carers?*** Developing an understanding of human reproduction by learning the correct terminology for body parts and how babies are conceived, develop during pregnancy and are born. Pupils also examine consent, different family structures and the responsibilities involved in raising a child. Note: Parents have the right to withdraw their child from this unit if they wish. For more information, see here.

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