

# RSE & PSHE

## Long-term plan

### Condensed

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A 20-week condensed long-term plan focusing on the essential skills and knowledge of the subject.

This document is updated regularly to reflect changes to our content. This version was updated on 11.07.24.

You can find the most up-to-date version [here](#).

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**Kapow**  
Primary™

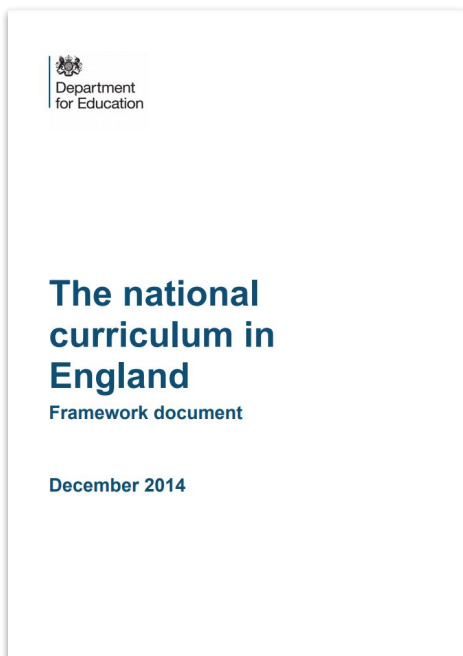
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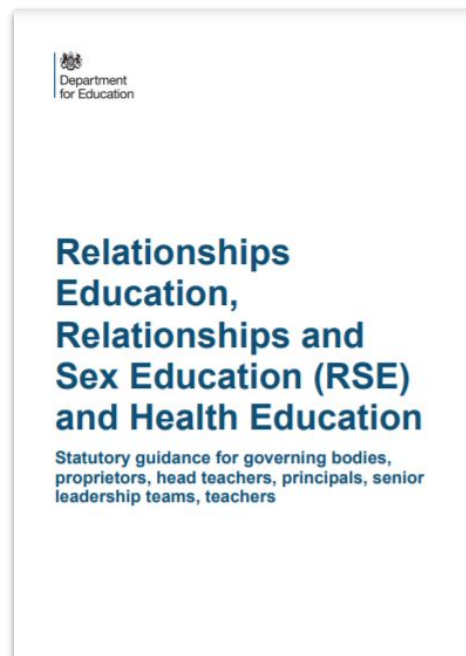
# How does Kapow Primary help our school to meet the statutory (and non-statutory) guidance for RSE & PSHE?

Our condensed scheme of work fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE ('All schools should make provision for personal, social, health and economic education') and is mapped to the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education.)

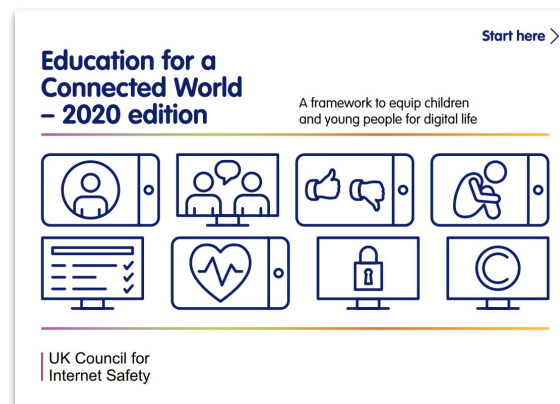
When the full RSE & PSHE scheme of work is taught in conjunction with our Computing scheme, it also covers the government's **Education for a Connected World -2020 edition** framework (see our [Education for a Connected World framework mapping](#)) and helps schools to meet the non-statutory guidance requirements of [Teaching online safety in schools](#).(2023, See our [Teaching online safety in schools mapping](#)).



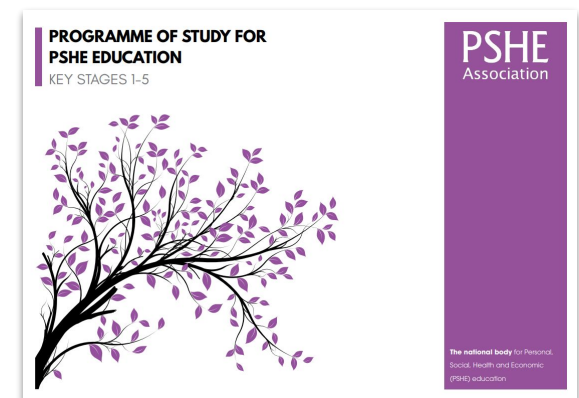
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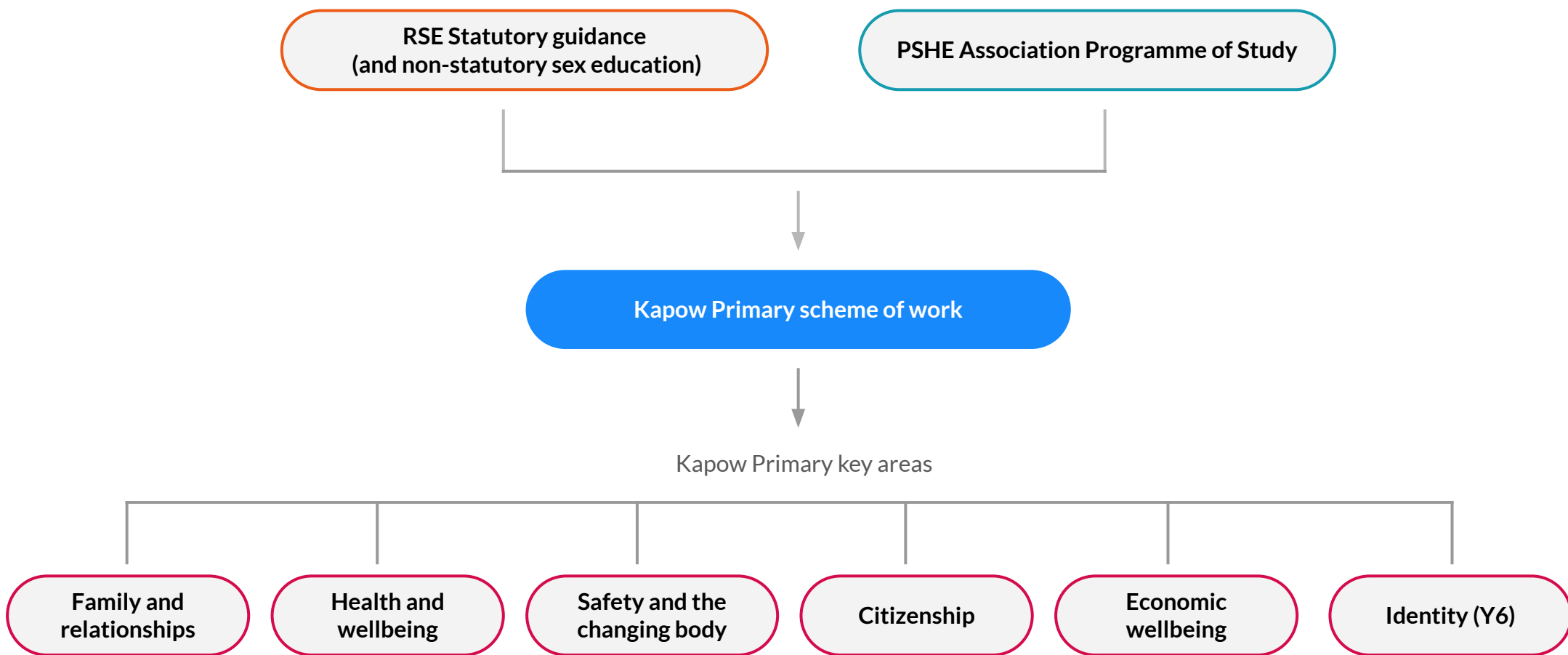


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# How is the RSE & PSHE scheme of work organised?



# Key areas

We have categorised our lessons into the five key areas below, which we return to in each year group, making pupil's prior and future learning clear and shows how what you are teaching fits into their wider learning journey. Year 6 also have a further key area: Identity.

## Family and relationships

Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.

## Health and wellbeing

Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.

## Safety and the changing body

Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,

## Citizenship

Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.

## Economic wellbeing

Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

Year 6 only:

## Identity

Considering what makes us who we are whilst learning about body image.



# Oracy in RSE & PSHE

**'Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.'**

**Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.'**

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

## Learning *through* talk

At Kapow Primary, we believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

## Learning *to* talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Through our RSE & PSHE curriculum, pupils have opportunities to develop their oracy skills by:

- Discussing scenarios to gain understanding.
- Role-playing characters in scenarios to help empathise.
- Contributing to discussions.
- Explaining choices using key vocabulary.
- Responding to questions.
- Asking questions of one another.
- Collaborating on tasks as a group or in pairs.
- Summarising key information.
- Expressing opinions in a respectful and thoughtful way.



# A spiral curriculum

Kapow Primary's RSE and PSHE scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils revisit the five key 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 pupils can build on previous foundations, rather than starting again.



## Is there any flexibility in the Kapow Primary PSHE & RSE scheme?

Our RSE & PSHE scheme of work is organised into units.

Within most units, lessons should be taught in order as they build upon one another.

Across a single year group, units themselves do not need to be taught in the suggested order, apart from the Introductory lessons which are to be taught at the beginning of the year and the Transition lessons at the end of the year.

The flexibility in the order the units can be taught allows teachers to adapt the planning to suit their class and to cover particular units based on need at any moment in time.

# What about sex education?

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

- **Year 1:** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- **Year 2:** Notice that animals, including humans, have offspring which grow into adults
- **Year 5:** Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age [They should learn about the changes experienced in puberty.]

## The RSE statutory guidance states that:

*Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.*

The Kapow Primary scheme of work includes **two** Year 6 lessons which parents have the opportunity to withdraw their children from all/part of the lesson: *Safety and the changing body*: [Lesson 5: Conception](#) and [Lesson 6: Pregnancy and birth](#). Neither of these lessons are included in the Long-term plan – condensed as they go beyond statutory guidance.

We suggest that you consult with parents about the content of these lessons prior to teaching them, to provide them time to consider the content and to withdraw their child if they so wish. You are welcome to share the Kapow Primary puberty video content with parents either in school or via video call.



## Short of curriculum time?

At Kapow Primary, we understand that curriculum time is always tight in primary schools.

We have created a condensed curriculum version of our Long-term plan to help those schools who want to ensure minimum coverage of the statutory guidance in less time.

Our Long-term plan – condensed version abstracts units which cover key skills and knowledge in 20 lessons.

The selected lessons ensure that there is coverage of our five key areas of RSE & PSHE, with a greater emphasis on the areas: Family and relationships, Health and wellbeing and Safety and the changing body as these are the areas where statutory guidance is covered.

This version of our Long term plan could be used if you are teaching RSE & PSHE in a two-week, half termly cycle or are block teaching foundation subjects. It could also be used to relieve pressure on teachers and pupils in terms of the amount of curriculum content.

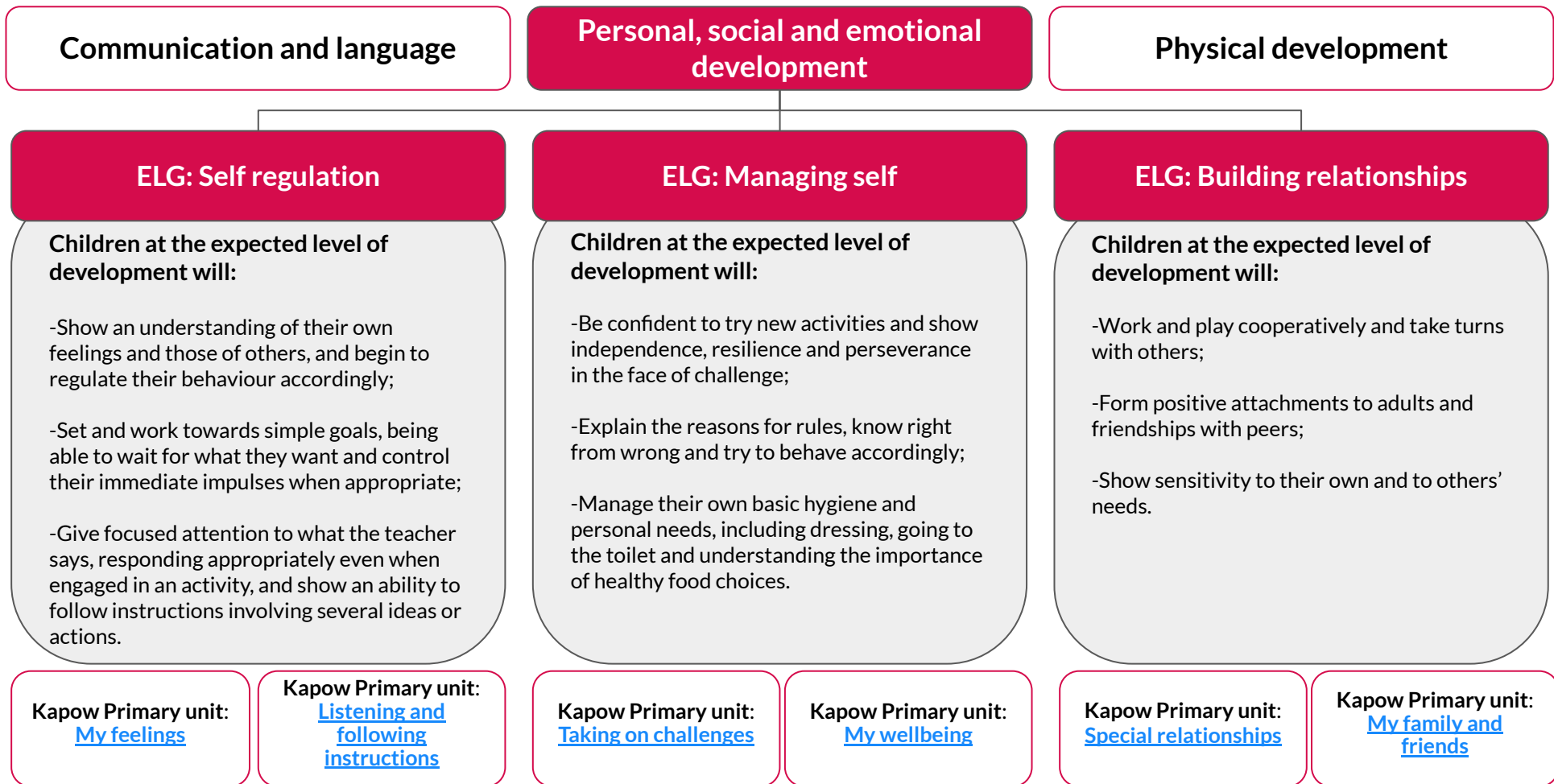


# RSE & PSHE in EYFS: Reception

Personal, social and emotional development is one of the three Prime Areas in the [Statutory framework for the early years foundation stage](#).

The prime areas, **Communication and language**, **Physical development** and **Personal, social and emotional development**, lay the foundations for children to achieve in all areas of learning and life.

The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year in the Personal, social and emotional development prime area and are referenced in our Kapow Primary RSE & PSHE lesson plans, along with the relevant non-statutory [Development Matters](#) guidance. We have organised our EYFS: Reception content under the most relevant early learning goal, however please be aware that these areas are interrelated.



EYFS: Reception	Self-regulation		Building relationships		Managing self				
	My feelings: <a href="#">L1 Identifying my feelings</a> <a href="#">L3 Coping strategies</a> <a href="#">L4 Emotional adjectives</a> <a href="#">L5 Facial expressions</a>		Special relationships: <a href="#">L2 Special people</a> <a href="#">L3 Sharing</a> <a href="#">L4 I am unique</a> <a href="#">L6 Similarities and differences</a>		My family and friends: <a href="#">L1 Festivals</a> <a href="#">L2 Sharing</a> <a href="#">L3 What makes a good friend</a> <a href="#">L4 Being a good friend</a>		Taking on challenges: <a href="#">L1 Why do we have rules?</a> <a href="#">L2 Building towers</a> <a href="#">L5 Team races</a>		My wellbeing: <a href="#">L1 What is exercise?</a> <a href="#">L4 Being a safe pedestrian</a> <a href="#">L5 Eating healthily</a>
	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing			
Year 1	<a href="#">Setting ground rules for RSE and PSHE lessons</a>	<a href="#">L1 What is family?</a> <a href="#">L2 What are friendships?</a> <a href="#">L5 Friendship problems</a> <a href="#">L6 Healthy friendships</a> <a href="#">L7 Gender stereotypes</a>	<a href="#">L1 Understanding my emotions</a> <a href="#">L3 Ready for bed</a> <a href="#">L5 Handwashing &amp; personal hygiene</a> <a href="#">L6 Sun safety</a> <a href="#">L7 Allergies</a>	<a href="#">L1 Adults in school</a> <a href="#">L2 Adults outside school</a> <a href="#">L4 Making an emergency phone call</a> <a href="#">L5 Appropriate contact</a> <a href="#">L6 Safety with substances</a>	<a href="#">L1 Rules</a> <a href="#">L4 Similar, yet different</a>	<a href="#">L1 What is money?</a> <a href="#">L4 Saving and spending</a>			
Year 2	<a href="#">Setting ground rules for RSE and PSHE</a>	<a href="#">L2 Families are all different</a> <a href="#">L4 Unhappy friendships</a> <a href="#">L5 Introduction to manners and courtesy</a> <a href="#">L6 Change and loss</a> <a href="#">L7 Gender stereotypes: Careers and jobs</a>	<a href="#">L1 Experiencing different emotions</a> <a href="#">L5 Developing a growth mindset</a> <a href="#">L6 Healthy diet</a> <a href="#">L7 Looking after our teeth</a>	<a href="#">L2 Communicating online</a> <a href="#">L3 Secrets and surprises</a> <a href="#">L4 Appropriate contact: My private parts</a> <a href="#">L5 Appropriate contact: My private parts are private</a> <a href="#">L8 Staying safe with medicine</a>	<a href="#">L1 Rules beyond school</a> <a href="#">L5 Similar yet different- my local community</a> <a href="#">L7 Giving my opinion</a>	<a href="#">L2 Exploring needs</a> <a href="#">L3 Exploring wants</a>			
Year 3	<a href="#">Setting ground rules and signposting</a>	<a href="#">L1 Healthy families</a> <a href="#">L2 Friendship conflicts</a> <a href="#">L3 Friendship: conflict vs bullying</a> <a href="#">L5 Learning who to trust</a> <a href="#">L6 Respecting differences in others</a> <a href="#">L7 Stereotyping gender</a>	<a href="#">L1 My healthy diary</a> <a href="#">L3 Wonderful me</a> <a href="#">L5 Resilience: breaking down barriers</a> <a href="#">L6: Diet and dental health</a>	<a href="#">L1 First Aid: emergencies and calling for help</a> <a href="#">L4 Cyberbullying</a> <a href="#">L7 Influences</a> <a href="#">L8 Keeping safe out and about</a>	<a href="#">L1 Rights of the child</a> <a href="#">L5 Charity</a> <a href="#">L6 Local democracy</a>	<a href="#">L2 Budgeting</a> <a href="#">L5 Career quest</a>			

	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 4	<a href="#">Setting ground rules and signposting</a>	<a href="#">L1 Respect and manners</a> <a href="#">L2 Healthy friendship</a> <a href="#">L4 Bullying</a> <a href="#">L6 Stereotypes: Disability</a> <a href="#">L8 Change and loss</a>	<a href="#">L1 Looking after our teeth</a> <a href="#">L3 Celebrating mistakes</a> <a href="#">L5 My happiness</a> <a href="#">L6 Emotions</a> <a href="#">L7 Mental health</a>	<a href="#">L1 Internet safety: Age restrictions</a> <a href="#">L2 Share aware</a> <a href="#">L4 Privacy and security</a> <a href="#">L7 Introducing puberty</a> <a href="#">L8 Tobacco</a>	<a href="#">L1 What are human rights?</a> <a href="#">L5 Diverse communities</a>	<a href="#">L1 Value for money</a> <a href="#">L3 Looking after money</a>
Year 5	<a href="#">Setting rules and signposting</a>	<a href="#">L2 Friendship skills</a> <a href="#">L3 Marriage</a> <a href="#">L4 Respecting myself</a> <a href="#">L5 Family life</a> <a href="#">L6 Bullying</a> <a href="#">L8 Stereotypes: Race and religion</a>	<a href="#">L2 The importance of rest</a> <a href="#">L5 Taking responsibility for my feelings</a> <a href="#">L6 Healthy meals</a> <a href="#">L7 Sun safety</a>	<a href="#">L1 Online friendships</a> <a href="#">L2 Staying safe online</a> <a href="#">L3 Puberty</a> <a href="#">L4 Menstruation</a> <a href="#">L6 First Aid: Bleeding</a> <a href="#">L7 Alcohol, drugs and tobacco: Making decisions</a>	<a href="#">L1: Breaking the law</a> <a href="#">L6 Parliament</a>	<a href="#">L4 Risks handling money online</a>
Year 6	<a href="#">Setting ground rules for RSE and PSHE</a>	<a href="#">L1 Respect</a> <a href="#">L2 Respectful relationships</a> <a href="#">L4 Challenging stereotypes</a> <a href="#">L5 Resolving conflict</a> <a href="#">L6 Change and loss</a>	<a href="#">L3 Taking responsibility for my health</a> <a href="#">L4 The impact of technology on health</a> <a href="#">L5 Resilience toolkit</a> <a href="#">L6: Immunisation</a> <a href="#">L8 Physical Health concerns</a>	<a href="#">L1 Alcohol</a> <a href="#">L3 Social media</a> <a href="#">L4 Physical and emotional changes of puberty</a> <a href="#">L8 First Aid: Basic life support</a>	<a href="#">L1 Human rights</a> <a href="#">L4 Prejudice and discrimination</a> <a href="#">L6 National democracy</a>	<a href="#">L6 Career routes</a>  <div style="background-color: #e91e63; color: white; text-align: center; padding: 5px;"><b>Identity</b></div> <a href="#">L2 Identity and body image</a>

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

Date	Update
26.07.22	Identity lesson number change to reflect website content.
19.08.22	Name change to Y3 lesson p.9
09.02.23	Updated to include 18 EYFS: Reception lessons.
10.05.23	Added in a statement saying 'You are welcome to share the Kapow Primary puberty video content with parents either in school or via video call' on slide 7. Added a link to Teaching online safety in schools guidance and our mapping document p.3.
17.01.24	Updated Economic wellbeing lessons included in the long-term plan, to reflect refreshed lessons on the website (p.10-11).
11.07.24	Added a page about oracy in RSE & PSHE on p.6.