



RSE and PSHE Curriculum Map

2025-2026



Kapow Primary's RSE & PSHE scheme is built around a *spiral curriculum* model. The key areas of the curriculum are revisited regularly, ensuring that pupils return to important themes such as relationships, health, safety, online life and growing up throughout their primary education.

By revisiting these key areas over time, pupils build on prior learning in a way that reflects their increasing maturity, understanding and lived experience. This supports secure knowledge development and helps pupils apply learning to real-life situations as they arise.

- **Revisiting key concepts** – core ideas such as boundaries, friendships, wellbeing and seeking help are explored across multiple key areas and year groups, with learning framed in age-appropriate contexts.
- **Increasing depth and sensitivity** – concepts are introduced simply and then developed in more detail, allowing pupils to explore more complex or sensitive aspects as they grow older.
- **Supporting retention** – regular revisiting of key areas and concepts reinforces key messages and vocabulary, helping learning to stick over time.
- **Developing skills over time** – pupils practise and refine skills linked to the strands of self-regulation, managing self, building relationships and critical thinking. These are revisited across different key areas and contexts, supporting pupils to apply their learning consistently and confidently.



Mixed-Age

Our RSE and PSHE learning at St. Leonard's is organised over a two-year cycle: Cycle A and Cycle B. The curriculum is built on a full progression of skills and knowledge and is divided into key areas, most of which are revisited each year, so that children will never miss out on the statutory areas and the knowledge and skills within these are carefully mapped out for progression.

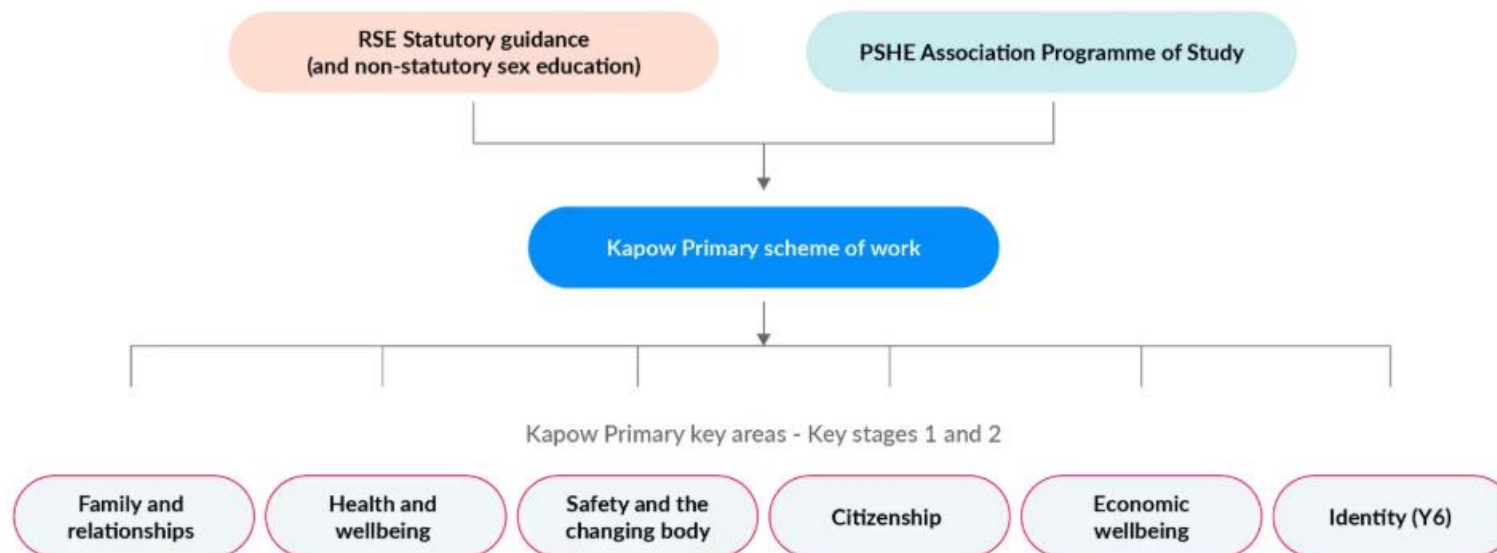
The Key Areas

RSE & PSHE is guided by the DfE's statutory guidance for Relationships Education and Health Education (2019) and informed by key non-statutory frameworks, including the PSHE Association Programme of Study and the DfE's non-statutory Citizenship curriculum.

Kapow Primary's RSE & PSHE curriculum is structured around five key areas:

- Family and relationships.
- Health and wellbeing.
- Safety and the changing body.
- Citizenship.
- Economic wellbeing.

These key areas are revisited through each year group, ensuring clear progression, coherence and balance. In Year 6, pupils also explore an additional key area, Identity, to support their transition to secondary school.



Curriculum Map – Early Years

	Introductory lesson	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
EYFS	-	Self-Regulation: My Feelings	Building Relationships: Special Relationships	Managing Self: Taking on Challenges	Self-Regulation: Listening and Following Instructions	Building Relationships: My Family and Friends	Managing Self: My Wellbeing

Transitioning from EYFS to Year 1 in PSHE

Continuity of learning

Kapow Primary's RSE & PSHE scheme aligns with the statutory EYFS guidance.

Key themes and skills introduced in EYFS (Reception) are revisited and developed further in KS1, ensuring continuity and progression.

This transition is aided by the continuity of learning created by the key areas, which run from EYFS (Reception) to Year 6.

Building on early experiences

Lessons build on curiosity, exploration and discussion, which are central to EYFS learning. As pupils move into Year 1, more structured activities are gradually introduced.

In KS1, oracy, questioning and storytelling help pupils transition from informal to more formal subject-based learning.

Development of key skills

The scheme supports the progressive development of skills, such as observation, reasoning and problem-solving, which are introduced in EYFS and strengthened in KS1.

Adaptive teaching strategies ensure all learners are supported as they transition to formal learning approaches.

Cross-curricular links

The scheme aligns with EYFS Early Learning Goals, making links with communication and language, understanding the world and expressive arts to create a smooth transition.

It encourages independence and confidence, supporting pupils as they adapt to the expectations of KS1 learning.

Curriculum Overview: Year 1 - Year 6

Cycle A

	Introductory lesson	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 1/2	Y1 Introduction: Setting ground rules for RSE & PSHE	Y1/2 (A): Families and relationships	Y1/2 (A): Health and wellbeing	Y1/2 (A): Safety and the changing body	Y1/2 (A): Citizenship	Y1/2 (A): Economic wellbeing	Y1/2 (A): Transition
Year 3/4	Introduction: Setting ground rules for RSE & PSHE lessons	Y3/4 (A): Families and relationships	Y3/4 (A): Health and wellbeing	Y3/4 (A): Safety and the changing body	Y3/4 (A): Citizenship	Y3/4 (A): Economic wellbeing	Y3/4 (A): Transition
Year 5/6	Introduction: Setting ground rules for RSE & PSHE lessons	Y5/6 (A): Families and relationships	Y5/6 (A): Health and wellbeing	Y5/6 (A): Safety and the changing body	Y5/6 (A): Citizenship	Y5/6 (A): Economic wellbeing	Y5/6 (A): Transition

Cycle B

	Introductory lesson	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 1/2	Y2 Introduction: Setting ground rules for RSE & PSHE lessons	Y1/2 (B): Families and relationships	Y1/2 (B): Health and wellbeing	Y1/2 (B): Safety and the changing body	Y1/2 (B): Citizenship	Y1/2 (B): Economic wellbeing	Y1/2 (B): Transition
Year 3/4	Introduction: Setting ground rules for RSE & PSHE lessons	Y3/4 (B): Families and relationships	Y3/4 (B): Health and wellbeing	Y3/4 (B): Safety and the changing body	Y3/4 (B): Citizenship	Y3/4 (B): Economic wellbeing	Y3/4 (B): Transition
Year 5/6	Introduction: Setting ground rules for RSE & PSHE lessons	Y5/6 (B): Families and relationships	Y5/6 (B): Health and wellbeing	Y5/6 (B): Safety and the changing body	Y5/6 (B): Citizenship	Y5/6 (B): Economic wellbeing	Year 5/6 (B): Transition

Year 1/2 Cycle A

Introductory Lesson	<u>Y1 Introduction: Setting ground rules for RSE & PSHE</u> A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	Unit 1	<u>Y1/2 (A): Families and relationships</u> Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair. Looking at the conventions of manners and developing an understanding of self-respect.
Unit 2	<u>Y1/2 (A): Health and wellbeing</u> Understanding emotions, identifying our strengths and qualities, learning why we wash our hands and how to do so effectively, learning about the importance of sleep and relaxation for our wellbeing, learning how to stay safe in the sun and deal with allergic reactions, thinking about the people who help to keep us healthy.	Unit 3	<u>Y1/2 (A): Safety and the changing body</u> Learning how to communicate safely with adults; considering who keeps us safe in our community; learning steps to crossing the road safely; identifying which substances should or should not go in the body; learning how to call 999; knowing the difference between secrets and surprises; learning about appropriate and inappropriate contact
Unit 4	<u>Y1/2 (A): Citizenship</u> Considering why we have rules; recognising similarities and differences between ourselves and others; thinking about the groups that we belong to; considering job roles in our community; suggesting ways to improve our school and local environments.	Unit 5	<u>Y1/2 (A): Economic wellbeing</u> Understanding what money is and where it comes from; recognising the difference between needs and wants, learning how to keep cash safe; understanding the purpose of banks and building societies; understanding that skills and interests influence job choices.
Unit 6	<u>Y1/2 (A): Transition</u> An end of year transition lesson where Year 1 consider the skills they have developed throughout the year whilst Year 2 ask questions to help them deal with the change ahead.		

Year 1/2 Cycle B

Introductory Lesson	<u>Y2 Introduction: Setting ground rules for RSE & PSHE lessons</u> A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	Unit 1	<u>Y1/2 (B): Families and relationships</u> Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair. Looking at conventions of manners and developing an understanding of self-respect
Unit 2	<u>Y1/2 (B): Health and wellbeing</u> Understanding emotions, setting achievable goals and considering how to overcome difficulties, learning about the importance of activity, a healthy diet and relaxation for our wellbeing, learning how to look after our teeth.	Unit 3	<u>Y1/2 (B): Safety and the changing body</u> Learning how to communicate safely with adults; learning steps to crossing the road safely; considering hazards at home; identifying which substances should or should not go in the body; learning what to do when lost; being aware of some of the risks associated with the internet; learning about appropriate and inappropriate contact
Unit 4	<u>Y1/2 (B): Citizenship</u> Considering why we have rules; identifying similarities and differences between ourselves and others; understanding the needs of animals and younger children; beginning to understand how voting gives a democratic decision and how the school council works; learning how to share my opinion on an issue.	Unit 5	<u>Y1/2 (B): Economic wellbeing</u> Understanding what money is and different ways that children and adults get it; recognising the difference between needs and wants; considering why different people make different choices about spending and saving money; exploring banks and building societies; understanding that skills and interests influence career choices.
Unit 6	<u>Y1/2 (B): Transition</u> An end of year transition lesson where Year 1 consider the skills they have developed throughout the year whilst Year 2 ask questions to help them deal with the change ahead.		

Year 3/4 Cycle A

Introductory Lesson	<u>Introduction: Setting ground rules for RSE & PSHE lessons</u> A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.	Unit 1	<u>Y3/4 (A): Families and relationships</u> Learning about how to deal with friendship issues and identifying bullying and its effects, learning about the issues with stereotyping, considering physical and emotional boundaries and who to trust, thinking about how to support someone who has suffered a bereavement.
Unit 2	<u>Y3/4 (A): Health and wellbeing</u> Learning about how to stay healthy and how our diet affects our bodies and our teeth, identifying our strengths, learning how to celebrate mistakes and develop a growth mindset, considering how we can increase our happiness.	Unit 3	<u>Y3/4 (A): Safety and the changing body</u> Learning about being kind and staying safe online; learning how to identify and deal with cyberbullying; understanding the difference between secrets and surprises; learning how to treat bites and stings; considering who influences our choices; learning about road safety and how to call the emergency services (Y3); thinking about how our bodies change as we go through puberty (Y4)
Unit 4	<u>Y3/4 (A): Citizenship</u> Learning about the importance of reusing and recycling; considering groups in the local community; understanding the role of the local council; understanding why we have rules and the consequences of breaking them; knowing about the rights that children have and human rights in general.	Unit 5	<u>Y3/4 (A): Economic wellbeing</u> Considering spending decisions; learning about how to create a budget; recognising that money affects how we feel (Y3) and how we feel when money is lost (Y4); exploring jobs available; learning about gender stereotyping in the workplace.
Unit 6	<u>Y3/4 (A): Transition</u> This transition lesson is designed to help pupils with the change that comes from moving year groups. Year 3s consider targets for the following year and Year 4 learn about opportunities and responsibilities that they may face in Y5/6.		

Year 3/4 Cycle B

Introductory Lesson	<u>Introduction: Setting ground rules for RSE & PSHE lessons</u> A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	Unit 1	<u>Y3/4 (B): Families and relationships</u> Learning about how to navigate relationships with friends and how to respond to any problems. Exploring how families are all different but provide love and support and reflecting on how we might view and communicate with others.
Unit 2	<u>Y3/4 (B): Health and wellbeing</u> Learning how to look after our teeth, practising visualisation as a way to relax, considering our strengths and future career options, learning how to break down barriers to help us achieve a goal, identifying a range of emotions and understanding the term 'mental health.'	Unit 3	<u>Y3/4 (B): Safety and the changing body</u> Learning how to spot fake emails; understanding the purpose of age restrictions online; evaluating online searches; considering the risks of smoking and the influences that affect our choices; learning how to deal with someone having an asthma attack; learning about road safety and how to call the emergency services (Y3); thinking about how our bodies change as we go through puberty (Y4)
Unit 4	<u>Y3/4 (B): Citizenship</u> Learning about the importance of reusing and recycling; considering community groups in the local area; learning about the role of the local council; understanding the value of diversity in a community; understanding their rights as a child; considering different ways to support charities.	Unit 5	<u>Y3/4 (B): Economic wellbeing</u> Introduction to creating a budget and learning about: the emotional impact of money, the spending choices that we make and why and thinking about potential jobs and careers
Unit 6	<u>Y3/4 (B): Transition</u> This end-of-year lesson supports children with the transition between year groups. Year 3 pupils create goals to aim for in Year 4, whilst Year 4 pupils consider the strategies that they can use to deal with change.		

Year 5/6 Cycle A

Introductory Lessons	<u>Introduction: Setting ground rules for RSE & PSHE lessons</u> A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	Unit 1	<u>Y5/6 (A): Families and relationships</u> Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement
Unit 2	<u>Y5/6 (A): Health and wellbeing</u> Learning about the importance of relaxation and sleep; understanding how to cope with failure; learning how to set goals and how to achieve goals; taking precautions while in the sun; healthy meals and ingredients; learning about different emotions and possible ways of dealing with a difficult situation.	Unit 3	<u>Y5/6 (A): Safety and the changing body</u> Learning about online friendships and how to stay safe online; drugs, alcohol and tobacco and the influences that others have on us; how to deal with a choking emergency and understanding puberty and menstruation (Y5) and conception, pregnancy and birth (Y6).
Unit 4	<u>Y5/6 (A): Citizenship</u> Understanding what happens when the law is broken; learning how to recognise and challenge discrimination; understanding the waste hierarchy; recognising the contribution people make to our community; exploring the link between rights and responsibilities; learning how parliament works.	Unit 5	<u>Y5/6 (A): Economic wellbeing</u> Developing understanding about income and expenditure, borrowing, risks with money and researching different careers and considering the routes into them.
Unit 6	<u>Y5/6 (A): Transition</u> In this end-of-year transition lesson, pupils consider the opportunities that their new year group brings and Year 6 pupils also express their worries about the move to secondary school.		

Year 5/6 Cycle B

Introductory Lesson	<u>Introduction: Setting ground rules for RSE & PSHE lessons</u> A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	Unit 2	<u>Y5/6 (B): Families and relationships</u> Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement
Unit 3	<u>Y5/6 (B): Health and wellbeing</u> Learning about the importance of relaxation and sleep; understanding how to cope with failure; learning how to set goals and how to achieve goals; living a healthy lifestyle; the impact of technology on mental health and wellbeing; creating resilience strategies; the benefits of immunisation; creating good habits.	Unit 4	<u>Y5/6 (B): Safety and the changing body</u> Learning how to be critical digital consumers; understanding that online relationships should be treated the same as face-to-face relationships; learning how to deal with first aid emergencies such as bleeding and giving life support; learning about puberty and menstruation (Y5) and conception, pregnancy and birth (Y6)
Unit 5	<u>Y5/6 (B): Citizenship</u> Recognising the role that pressure groups play in society; learning about the value of a diverse community; considering how our food choices affect the environment; understanding how to show care and concern to others; considering how rights and responsibilities are linked; learning about how parliament works.	Unit 6	<u>Y5/6 (B): Economic wellbeing</u> Exploring: attitudes to money, how to keep money safe, stereotypes in the workplace, the risks associated with gambling, and career paths.
Unit 7	<u>Year 5/6 (B): Transition</u> In this end-of-year transition lesson, pupils consider the opportunities that their new year group brings and Year 6 pupils also express their worries about the move to secondary school.		