

RSE & PSHE Matrix 2025-2026

We follow the Kapow scheme of work which fulfils the current statutory requirements for Relationships and Health Education set out by the Department for Education - further developments for September 2026 are expected. The scheme fulfils the National Curriculum requirement to teach PSHE and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education). The RSE & PSHE scheme of work is taught in conjunction with Kapow's Computing scheme and covers the government's Education for a Connected World framework and helps schools to meet the non-statutory guidance requirements of Teaching online safety in schools (see Teaching online safety in schools mapping on our website). The Kapow Primary curriculum also provides opportunities for pupils to develop spiritually, morally, socially and culturally, as well as develop their understanding and respect for the fundamental British values.

Structure

Kapow Primary's RSE and PSHE scheme of work has been designed as a spiral curriculum, with introductory lessons taught at the beginning of the year and transition lessons taught at the end of the year. Lessons are categorised into units under the five key areas below, which we return to in each year group, and are built upon one another. Year 6 also have a further key area: Identity.

<p>Family and relationships</p> <p>Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.</p>	<p>Health and wellbeing</p> <p>Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.</p>	<p>Safety and the changing body</p> <p>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,</p>	<p>Citizenship</p> <p>Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.</p>	<p>Economic wellbeing</p> <p>Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.</p>
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Year 6 only:

Identity

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



Knowledge and skills developed

- Valuing different family structures
- Creating and maintaining positive friendships
- Developing safe and respectful relationships
- Understanding changes during puberty
- Promoting good health and carrying out first aid
- Learning to make independent choices and not be influenced by others
- Operating safely in a digital world

RSE in Primary Schools

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science – see our RSE & PSHE policy and Kapow's Guidance for Parents on our website.



Adaptability

Teachers to adapt planning to suit their class, while covering the required knowledge, vocabulary, and skills. Teachers will extend and deepen learning through discussion and activity differentiation, including supporting SEND, giving further support, and scaffolding to ensure the curriculum is accessible for all.

Outdoor and Active Learning

PSHE complements wider curriculum learning, including opportunities for outdoor and active learning through a variety of activities. The focus on oral development lends itself to active learning and social development.

- Learning through talk - opportunities for exploratory talk during their learning, which involves thinking aloud, questioning, discussing, and collaboratively building ideas.
- Learning to talk - developing oracy skills for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews

Pupils have opportunities to:

- Discuss scenarios to gain understanding and use role-play characters to help empathise
- Contribute to discussions
- Explain choices using key vocabulary
- Respond to questions and ask questions of one another
- Collaborate on tasks as a group or in pairs
- Express opinions in a respectful and thoughtful way

Assessment

Assessment grids for each year group are provided. Every lesson begins with retrieval practice of key knowledge relevant to the upcoming lesson. Teachers assess to identify pupils who are secure in their learning or working at a greater depth in each lesson, including those who may need further support. All units have a Knowledge Catcher which is used at the start and/or end of the unit to allow children to show what they know about the topics covered in the unit.

Vocabulary

- Key vocabulary is unit specific and age-appropriate but may overlap with other units, including Computing lessons, or prior learning.



HIGH ASPIRATIONS



Our Vision

For all children to thrive in a diverse and ever-changing world with confidence, agency and the personal skills to lead healthy, positive and fulfilling lives.



DEEP ROOTS

RESPECT - RESPONSIBILITY - RESILIENCE

Year 1					
Kapow Unit	DfE Sub-strands	Skills	Knowledge	Key Vocabulary	Active Learning (inc. outdoor)
Transition		Recognising our own strengths.	To understand that changes can be both positive and negative.		
Families and Relationships DfE Core Theme: Relationships Education (statutory)	Family	Exploring how families are different to each other.	To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.	behaviour care emotions family feelings friend friendly problem stereotype	<u>Applies to all units:</u> Moving, cooperating, and recognising emotions through play, simple team games, partner games, drawing and sharing
	Friendships	Exploring how friendship problems can be overcome. Exploring friendly behaviours.	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.		
	Respectful Relationships	Recognising how other people show their feelings. Identifying ways we can care for others when they are sad. Exploring the ability to successfully work with different people.	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.		
	Change and Loss	n/a	n/a		
Health and Wellbeing DfE Core Theme: Health Education (statutory)	Health Prevention	Learning how to wash my hands properly. Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.	allergy emotions feelings germs ill (poorly) qualities relax	
	Physical Health and Wellbeing	Exploring positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health.	To know that sleep helps my body to repair itself, to grow and restores my energy.		
	Mental Wellbeing	Identifying personal strengths and qualities. Identifying different ways to manage feelings.	To know that strengths are things we are good at. To know that qualities describe what we are like.		



			To know the words to describe some positive and negative emotions.		
Safety and the Changing Body DfE Core Theme: Sex Education (linked to the National Science Curriculum – statutory) (NC Science: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.)	Being Safe (including online)	Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe.	To know that some types of physical contact are never appropriate. To know what to do if I get lost. To know that a hazard is something which could cause an accident or injury.	accident drug emergency hazards medicine physical contact polite respect role trust	
	Drugs, alcohol, and tobacco	Learning what is and is not safe to put in or on our bodies.	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.		
	The changing adolescent body	n/a	n/a		
	Basic first aid	Practising making an emergency phone call.	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.		
Citizenship DfE Core Theme: Citizenship (non-statutory)		Recognising why rules are necessary and the consequences of not following rules. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.	To know the rules in school. To know that different pets have different needs. To understand the needs of younger children and that these change over time. To know that voting is a fair way to make a decision. To understand that people are all different and that this is a good thing.	care democracy different fair pet responsibility rule similar unique vote	
Economic Wellbeing DfE Core Theme: Economic Well-being (non-statutory)		Exploring how money is used by people. Discussing how to keep money safe. Discussing what to do if we find money. Exploring choices people make about money. Developing an understanding of how banks work. Listening to descriptions of professions.	To know that people use money to buy things, including things they need and things they want. To know that coins and notes are types of money and have different values. To know that notes are higher in value than coins. To know that it is wrong to steal money. To know that money is valuable and needs to be looked after.	bank cash earn job money notes pocket money safe save skill spend value	



		<p>Thinking about questions they would like to ask others about their job.</p> <p>Describing what different people do in their jobs.</p>	<p>To know that money should be stored in a safe place to keep it secure and should not be displayed in public places.</p> <p>To know that they should not show or give money to strangers.</p> <p>To know that they can ask adults they know and trust about money and where to store it safely.</p> <p>To know that banks are places where we can store our money.</p> <p>To know adults have jobs to help others and to earn money.</p> <p>To know that skills are things that we can do well and that everyone has different skills.</p> <p>To know that different jobs need different skills.</p>		
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Challenge and Depth	Supports and Scaffolds
Should be challenged to contribute more and explain a range of ideas, organise them more independently or, write them down.	Should have more discussion around the feelings, use emotion cards and word banks, reading support.



DEEP ROOTS

RESPECT - RESPONSIBILITY - RESILIENCE

Year 2					
Kapow Unit	DfE Sub-strands	Skills	Knowledge	Key Vocabulary	Active Learning (inc. outdoor)
Transition		Identifying people who can help us when we are worried about changes.	To understand that change is part of life.		
Families and Relationships DfE Core Theme: Relationships Education (statutory)	Family	Understanding ways to show respect for different families. Understanding that families offer love, care and support.	To know that families can be made up of different people. To know that families may be different to my family.	friendship love manners feelings emotions family stereotype respect	<u>Applies to all units:</u> Team games, co-operation circle games, movement-based emotional expression and communication, partner games, drawing and sharing
	Friendships	Understanding difficulties in friendships and discussing action that can be taken.	To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing.		
	Respectful Relationships	Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations.	To understand some ways people show their feelings. To understand what good manners are. To understand some stereotypes related to jobs.		
	Change and Loss	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.		
Health and Wellbeing DfE Core Theme: Health Education (statutory)	Health Prevention	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for our teeth.	diet exercise goal growth mindset healthy physical activity relaxation skill strengths	
	Physical Health and Wellbeing	Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation.	To explain the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax.		
		Mental Wellbeing	Exploring strategies to manage different emotions. Developing empathy.		



		Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self-respect.	To know that a growth mindset means being positive about challenges and finding ways to overcome them.		
Safety and the Changing Body DfE Core theme: Sex Education (linked to the National Science Curriculum – statutory) (NC Science: Notice that animals, including humans, have offspring which grow into adults)	Being Safe (including online)	Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.	To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises. To know the rules for crossing the road safely.	medicine pedestrian private secret surprise penis vulva	
	Drugs, alcohol, and tobacco	Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.	To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.	(Vocabulary linked to the National Science Curriculum.)	
	The changing adolescent body	n/a	To know the names of parts of my body including private parts.		
	Basic first aid	n/a	n/a		
Citizenship DfE Core Theme: Citizenship (non-statutory)		Explaining why rules are in place in different settings. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment. Recognising the contribution people make to the local community	To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To know some of the jobs people do to look after the environment in school and the local community. To understand how democracy works in school through the school council. To understand that different groups of people make different contributions to the community.	election environment identity job opinion rule school council volunteer vote	
Economic Wellbeing DfE Core Theme:		Explaining adult money sources. Identifying whether something is a want or need.	To know that many adults earn money by having a job. To know some basic needs for survival, such as food, water and shelter.	bank account debit card diversity electronic	



		<p>Comparing and contrasting 'wants' and 'needs'. Identifying the main features of bank account cards.</p> <p>Exploring personal skills and talents.</p> <p>Exploring the reasons why people choose certain jobs.</p> <p>Identifying some ways to make an environment inclusive and fair.</p> <p>Reflecting on the importance of individuality and diversity.</p>	<p>To know that a bank account is like a special place in a bank that keeps money safe until it is needed.</p> <p>To know that a bank account card is like a special key that unlocks a bank account to access the money inside.</p> <p>To know that saving money is when we keep some money and don't spend it straight away.</p> <p>To know that it is important for workplaces to include a variety of people to bring different viewpoints and skills.</p>	<p>equality</p> <p>prioritise</p> <p>skill</p> <p>survive</p> <p>transaction</p> <p>wages</p> <p>want</p> <p>withdraw</p>	
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Challenge and Depth	Supports and Scaffolds
Should be challenged to draw upon their own experiences, describe and write in greater detail, consider where to apply their learning in the wider world.	Should have example and prompts, guidance, draw rather than write, breaking independent tasks down into smaller, achievable goals.



Year 3					
Kapow Unit	DfE Sub-strands	Skills	Knowledge	Key Vocabulary	Active Learning (inc. outdoor)
Transition		Learning strategies to deal with change.	To understand that change often brings about more opportunities and responsibilities.		
Families and Relationships DfE Core Theme: Relationships Education (statutory)	Family	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	bullying communicate empathy open questions similar solve stereotype sympathy trust	<u>Applies to all units:</u> Movement-based emotional expression and communication, conflict resolution scenarios, corner discussions, partner talk, simple role-play, drawing and sharing
	Friendships	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem		
	Respectful Relationships	Identifying who I can trust. Learning about the effects of non verbal communication. Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand how to listen carefully and why listening is important. To understand that there are similarities and differences between people. To understand some stereotypes related to age.		
	Change and Loss	n/a	n/a		
Health and Wellbeing DfE Core Theme: Health Education (statutory)	Health Prevention	Discussing why it is important to look after my teeth.	To understand ways to prevent tooth decay.	alone balance barriers belonging identity lonely resilience	
	Physical Health and Wellbeing	Learning stretches which can be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	To understand the positive impact relaxation can have on the body. To know the different food groups and how much of each of them we should have to have a balanced diet.		
	Mental Wellbeing	Exploring my own identity through the groups I belong to. Identifying my strengths and exploring how I use them to help others.	To understand the importance of belonging. To understand what being lonely means and that it is not the same as being alone.		



		Being able to breakdown a problem into smaller parts to overcome it.	To understand what a problem or barrier is and that these can be overcome.		
Safety and the Changing Body DfE Core Theme: Sex Education (linked to the National Science Curriculum – statutory)	Being Safe (including online)	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Beginning to recognise unsafe digital content.	To understand that cyberbullying is bullying which takes place online. To know the signs that an email might be fake. To know the rules for being safe near roads.	allergic anaphylaxis bullying casualty choice cyberbullying decision distraction fake influence injuries	
	Drugs, alcohol, and tobacco	Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make.	To understand that other people can influence our choices.		
	The changing adolescent body	n/a	n/a		
	Basic first aid	Learning what to do in a medical emergency, including calling the emergency services.	To know that bites or stings can sometimes cause an allergic reaction. To know that it is important to maintain the safety of myself and others, before giving first aid.		
Citizenship DfE Core Theme: Citizenship (non-statutory)		Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights. Discussing ways we can make a difference to recycling rates at home/school. Identifying local community groups and discussing how these support the community.	To understand the UN Convention on the Rights of the Child. To understand how recycling can have a positive impact on the environment. To know that the local council is responsible for looking after the local area. To know that elections are held where adults can vote for local councillors. To understand some of the consequences of breaking rules. To understand the role of charities in the community.	charity community consequence council councillor law recycling rights United Nations (UN)	
Economic Wellbeing DfE Core Theme:		Considering pros and cons of payment methods. Contemplating budgeting benefits.	To know that we can pay for things using cash, a debit card, a credit card, online banking, and digital wallets.	account assumption budget career	



<p>Economic Well-being (non-statutory)</p>		<p>Planning and calculating within a budget.</p> <p>Discussing attitudes and feelings about money.</p> <p>Developing empathy in financial situations.</p> <p>Handling negative financial emotions.</p> <p>Making ethical spending decisions.</p> <p>Assessing impact of spending choices.</p> <p>Reflecting on future job based on goals.</p> <p>Challenging and understanding workplace stereotypes.</p> <p>Ranking factors influencing job choices.</p>	<p>To know that spending should be based on necessity, importance, and available budget.</p> <p>To know that budgeting is planning how to spend and save the money that you have available.</p> <p>To know that money can cause us to have positive and negative feelings.</p> <p>To know how we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet.</p> <p>To know that different jobs contribute to our society in different ways.</p> <p>To know that stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race, or other characteristics.</p> <p>To know that it is important to consider what they are good at and enjoy doing when choosing future careers.</p> <p>To know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations.</p>	<p>continuum</p> <p>digital trade</p> <p>fair trade</p> <p>feeling</p> <p>profession</p> <p>stereotype</p>	
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Challenge and Depth	Supports and Scaffolds
<p>Should be encouraged to describe and write in further detail, give more in-depth explanations, empathise more relevant vocabulary, draw upon experience of themselves and other to form answers</p>	<p>Should work in pairs, draw pictures instead of writing, rewatch videos, use sentence starters.</p>



Year 4					
Kapow Unit	DfE Sub-strands	Skills	Knowledge	Key Vocabulary	Active Learning (inc. outdoor)
Transition		Recognising our own achievements. Being able to set goals.	To know that setting goals can help us to achieve what we want.		
Families and Relationships DfE Core Theme: Relationships Education (statutory)	Family	Using respectful language to discuss different families.	To know that families are varied in the UK and across the world.	act of kindness authority bereavement boundaries bystander permission	<u>Applies to all units:</u> Overcoming challenges and supporting others through role-play, active discussions, mindful movement, drawing and talking
	Friendships	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.		
	Respectful Relationships	Exploring how my actions and behaviour can affect other people.	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.		
	Change and Loss	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.		
Health and Wellbeing DfE Core Theme: Health Education (statutory)	Health Prevention	Developing independence in looking after my teeth.	To know key facts about dental health.	emotions fluoride healthy intense emotions mental health relaxation resilience skill visualise	
	Physical Health and Wellbeing	Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation.	To know that visualisation means creating an image in our heads.		
	Mental Wellbeing	Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations.	To know that different job roles need different skills and so some roles may suit me more than others. To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical. To understand that mistakes can help us to learn.		



		Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.	To know who can help if we are worried about our own or other people's mental health.		
Safety and the Changing Body DfE Core Theme: Sex Education (linked to the National Science Curriculum – statutory) *Please note: Two lessons in this unit, growing up and introducing puberty, are taught in Wellbeing lessons in preparation for and prior to the NC Science objective for Y5 due to puberty beginning from 8 years old (NHS).	Being Safe (including online)	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online.	To understand that there are risks to sharing things online. To know the difference between private and public.	Age restriction Asthma Breasts Genitals Law Penis Private Protect Puberty Public Testicles/Testes Tobacco	
	Drugs, alcohol, and tobacco	Discussing the benefits of being a non-smoker.	To understand the risks associated with smoking tobacco.	(Vocabulary linked to the National Science Curriculum.)	
	The changing adolescent body	Discussing some physical and emotional changes during puberty.	To understand the physical changes to both male and female bodies as people grow from children to adults.		
	Basic first aid	Learning how to help someone who is having an asthma attack.	To know that asthma is a condition which causes the airways to narrow.		
Citizenship DfE Core Theme: Citizenship (non-statutory)		Discussing how we can help to protect human rights. Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.	To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that reusing items is of benefit to the environment. To understand that councillors have to balance looking after local residents and the needs of the council. To know that there are a number of groups which make up the local community.	authority cabinet community council council officer diversity environment human rights local government protect reuse United Nations (UN) volunteer	
Economic Wellbeing DfE Core Theme: Economic Well-being (non-statutory)		Recognising value for money. Understanding differing opinions on spending. Recognising how to track money spent and saved.	To know that getting value for money involves considering the cost, usefulness and quality of items. To know that purchases can be influenced by needs, wants, peer pressure, and advertising.	bank account bank statement career career satisfaction influence password perspective satisfaction	



		<p>Understanding reasons for using a bank.</p> <p>Exploring how to safeguard money effectively.</p> <p>Identifying influences on job choices.</p> <p>Understanding careers can change.</p> <p>Challenging workplace stereotypes.</p>	<p>To know that people often earn interest when they keep savings in a bank account.</p> <p>To know that earning interest is when the bank gives you some extra money as a reward for keeping your money with them.</p> <p>To know that people often change jobs or careers multiple times in their lives.</p> <p>To know that stereotypes can be made on age, gender, culture, ability and interest and hobbies.</p>	<p>security</p> <p>value for money</p>	
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Challenge and Depth	Supports and Scaffolds
Should be challenged to explain a greater range of ideas and opinions with greater clarity and confidence, use a variety of relevant vocabulary, consider viewpoints, expand upon their answers.	Could focus on just one idea, describe verbally instead of writing or draw, support them to articulate their ideas by giving verbal sentence stems, write fewer sentences.



Year 5					
Kapow Unit	DfE Sub-strands	Skills	Knowledge	Key Vocabulary	Active Learning (inc. outdoor)
Transition		Recognising own skills and how these can be developed.	To understand the skills needed for roles in school.		
Families and Relationships DfE Core Theme: Relationships Education (statutory)	Family	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.	attributes bullying bystander cyberbullying marriage secret wedding	<u>Applies to all units:</u> Leadership opportunities, community contributions and discussion, mental wellbeing through movement, drawing and talking, debating
	Friendships	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.		
	Respectful Relationships	Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect).	To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.		
	Change and Loss	n/a	n/a		
Health and Wellbeing DfE Core Theme: Health Education (statutory)	Health Prevention	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	fail goal protect relaxation responsibility steps	
	Physical Health and Wellbeing	Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.	To know that relaxation stretches can help us to relax and de-stress. To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality		
	Mental Wellbeing	Taking responsibility for my own feelings.	To understand what can cause stress. To understand that failure is an important part of success.		



<p>Safety and the Changing Body</p> <p>DfE Core Theme: Sex Education (linked to the National Science Curriculum – statutory)</p> <p>[NC Science: 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.]</p>	Being Safe (including online)	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.	acquaintance bladder breasts bleeding cervix choice consent decision egg/ovum erection fallopian tube friend genitals head injury influenza labia menstruation/period nipples ovary/ovaries peer pressure penis puberty testicles uterus/womb vagina vulva
	Drugs, alcohol, and tobacco	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	
	The changing adolescent body	Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.	To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.	
	Basic first aid	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	
<p>Citizenship</p> <p>DfE Core Theme: Citizenship (non-statutory)</p>		Explaining why reducing the use of materials is positive for the environment. Discussing how rights and responsibilities link. Exploring the right to a freedom of expression. Identifying the contribution people make to the community and how this is recognised. Developing an understanding of how parliament and Government work. Identifying ways people can bring about change in society.	To know what happens when someone breaks the law. To understand the waste hierarchy. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.	defendant environment freedom of expression government House of Commons human rights judge jury Member of Parliament (MP) parliament pressure group Prime Minister trial



<p>Economic Wellbeing</p> <p>DfE Core Theme: Economic Well-being (non-statutory)</p>		<p>Discussing money risks and management.</p> <p>Making and prioritising budgets.</p> <p>Discussing money's role in career choices.</p> <p>Assessing loan and borrowing responsibilities and suitability.</p> <p>Implementing money safeguarding strategies.</p> <p>Navigating emotional implications in financial situations.</p> <p>Seeking guidance for financial dilemmas.</p> <p>Integrating factors to inform career decisions.</p>	<p>To know that being 'in debt' or 'having debt' means that you have spent more money than you have and owe money to others or the bank.</p> <p>To know the difference between money earned (income) and money spent (expenditure).</p> <p>To know that borrowing money, like loans or credit, involves the responsibility to pay it back with interest.</p> <p>To know that when a bank or someone lends you money, they may ask you to pay back more than what you borrowed. The extra amount is the interest, which is like a fee for using someone else's money.</p> <p>To know that they should be cautious about sharing financial information.</p> <p>To know that money can cause a range of emotions, from stress and anxiety when finances are tight, to happiness and excitement when they can afford something they want.</p> <p>To know that their educational choices and personal interests can play a significant role in determining their future career options and opportunities.</p> <p>To know that it is important to challenge work-related stereotypes to create a more inclusive and fair work environment.</p>	<p>allocate</p> <p>borrow</p> <p>commitment</p> <p>expenditure</p> <p>impact</p> <p>income</p> <p>loan</p> <p>prioritise</p> <p>repayment</p> <p>risk</p>	
<p>Identity</p> <p>DfE Core Theme: Relationships Education (statutory)</p>		<p>n/a</p>	<p>n/a</p>		

Challenge and Depth	Supports and Scaffolds
<p>Should think of real-life scenarios, consider a range of solutions, reconsider their own ideas, and complete extension of tasks.</p>	<p>Could identify one idea, use relatable real-life example, working in pairs and share answers, and use diagrams and templates for writing.</p>



Year 6					
Kapow Unit	DfE Sub-strands	Skills	Knowledge	Key Vocabulary	Active Learning (inc. outdoor)
Transition		Exploring a greater range of strategies to deal with feelings associated with change.	To know that a big change can bring opportunities but also worries.		
Families and Relationships DfE Core Theme: Relationships Education (statutory)	Family	n/a	n/a	authority conflict earn expectation grief grieving resolve respect stereotype	Movement to express, teamwork, debating, problem-solving circuits, reflection walking
	Friendships	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.		
	Respectful Relationships	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.		
	Change and Loss	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.		
Health and Wellbeing DfE Core Theme: Relationships Education (statutory)	Health Prevention	Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness.	antibodies growth mindset habit qualities responsibility skill vaccination	
	Physical Health and Wellbeing	Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.		
	Mental Wellbeing	Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.		



<p>Safety and the Changing Body</p> <p>DfE Core Theme: Sex Education (linked to the National Science Curriculum – statutory)</p> <p>(NC Y5 Science: 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.)</p> <p>Lesson 5: Conception and Lesson 6: Pregnancy and birth, parents have the right to withdraw their child from.)</p>	Being Safe (including online)	<p>Developing an understanding about the reliability of online information.</p> <p>Exploring online relationships including dealing with problems.</p>	<p>To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>To know where to get help with online problems.</p>	<p>alcohol bladder breasts cervix cyberbullying egg or ovum erection fallopian tube genitals labia menstruation/period nipples ovary/ovaries penis puberty pubic hair scrotum sperm sperm duct testicles/testes urethra uterus/womb vagina vaginal opening voice breaking vulva wet dreams</p> <p>Additional vocabulary with consent: Lesson 5 – conception, sexual intercourse Lesson 6 - fertilisation pregnant</p>	
	Drugs, alcohol, and tobacco	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.		
	The changing adolescent body	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.		
	Basic first aid	<p>Learning how to help someone who is choking.</p> <p>Placing an unresponsive patient into the recovery position.</p>	To know how to conduct a primary survey (using DRABC).		
<p>Citizenship</p> <p>DfE Core Theme: Citizenship (non-statutory)</p>		<p>Learning about environmental issues relating to food.</p> <p>Discussing how education and other human rights protect us.</p>	<p>To know that education is an important human right.</p> <p>To know that our food choices can affect the environment.</p>	<p>authority conflict earn expectation grief</p>	



		<p>Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>	<p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently because of certain factors.</p>	<p>grieving</p> <p>protected characteristics</p> <p>resolve</p> <p>respect</p> <p>stereotype</p>	
<p>Economic Wellbeing</p> <p>DfE Core Theme: Economic Well-being (non-statutory)</p>		<p>Developing emotional intelligence related to financial matters.</p> <p>Applying coping strategies for managing financial emotions.</p> <p>Assessing risks in both physical and digital financial environments.</p> <p>Implementing safeguarding measures for money in real-world scenarios.</p> <p>Adapting to financial changes associated with transitioning to secondary school.</p> <p>Preparing personally for financial and career changes in secondary school.</p> <p>Identifying different forms of gambling and understanding their risks.</p> <p>Applying responsible gambling attitudes in real-world situations.</p> <p>Recognising various workplace environments and their characteristics.</p> <p>Identifying career options in multiple sectors.</p>	<p>To know that our emotions can be linked to money.</p> <p>To know an online scam is when someone uses the internet to trick or deceive people into giving away their money or personal information.</p> <p>To know that a secure password should have a combination of letters, numbers and special symbols and be kept secret from others.</p> <p>To know that at secondary school they may have to manage different types of expenses like lunches, travel costs, school materials, and social activities.</p> <p>To know that gambling or betting is paying to play a game where you don't know if you will win more money or lose your money.</p> <p>To know that gambling can cause people to lose a lot of money and can be very addictive.</p> <p>To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way.</p>	<p>earnings</p> <p>educational requirements</p> <p>expenses</p> <p>gambling responsibilities</p> <p>risks</p> <p>safeguard</p> <p>university</p> <p>valuables</p> <p>workplace</p>	



		Evaluating the suitability of different career paths. Aligning career options with personal interests and strengths.			
Identity DfE Core Theme: Relationships Education (statutory)		Discussing the factors that make our 'identity'. Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity.	To know that identity is the way we see ourselves and also how other people see us	manipulation, media, images, change	

Challenge and Depth	Supports and Scaffolds
Should identify multiple options, provide greater detail both orally and written, consider how and why they might change their ideas, consider a range of possibilities, use knowledge to link ideas and give more reasoned opinions in a clear and confident manner.	Could focus on answering fewer questions, recap prior learning, focus on what they already know, work in a pair, use scaffolded resources.

