



# The Willows Primary School

## PHSE & RSE Curriculum



<b>Subject Leader</b>	<b>Mrs Natalie Arnold</b>
<b>INTENT</b>	
<p>At The Willows Primary we aim to give children the <b>knowledge, skills</b> and <b>attitudes</b> that they need to effectively navigate the complexities of life in the 21<sup>st</sup> century. The PSHE and RSE curriculum covers key areas which will support children to make <b>informed choices</b> now and in the future around their <b>health, safety, wellbeing, relationships and financial matters</b> and will support them in becoming <b>confident individuals</b> and <b>active members of society</b>.</p> <p>The national curriculum (2014) requires that schools ‘should make provision for personal, social, health and economic education (PSHE)’. PSHE teaching and learning at The Willows Primary will significantly contribute to children’s personal development as set out in the OFSTED Inspection Framework and will promote the four fundamental British values which reflect life in modern Britain: <b>democracy, rule of law, respect and tolerance</b> and <b>individual liberty</b>.</p> <p>Quality PSHE and RSE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding. The DfE’s statutory ‘Keeping children Safe in Education’ (September 2020) Guidance states that ‘governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.</p>	



### IMPLEMENTATION

At The Willows Primary we will use the Kapow Primary Scheme. This is a whole school approach that consists of five areas of learning:

- Families and relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing
- Identity (Year 6 Only)

Each area is revisited every year to allow children to build on prior learning. The lessons also provide a progressive programme.

The lessons are based upon the statutory requirements for Relationships and Health education, but where lessons go beyond these requirements (primarily in the Citizenship and Economic Wellbeing areas) they refer to the PSHE association's programme of study which is recommended by the DFE.

Sex Education is included in line with the DfE recommendations and is covered in year 6.

The Kapow scheme supports the requirements of the Equality Act through direct teaching for example, learning about **different families**, the negative **impact of stereotypes** and **celebrating differences**, in addition to the inclusion of diverse teaching resources throughout the lessons.

A range of teaching and learning activities are used and based upon good practice in teaching PSHE and RSE education to ensure that all children can access learning and make progress. In each year group an introductory lesson provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment.

All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios and video clips provide the opportunity for children to **engage in real life and current topics** in a safe and structured way. Role-play activities are also included to help children **play out scenarios** they might find themselves in.

There are meaningful opportunities for cross curricular learning, in particular with Computing for **online safety** and science for **growing, nutrition, teeth,**



# The Willows Primary School

## PHSE & RSE Curriculum



[diet and lifestyle](#). Kapow provides consistent messages throughout the age ranges including how and where to access help.

The Willows Primary recognises the role that parents and carers play and we work with them and include them in their children's learning where ever possible.

Teacher's at The Willows Primary are supported in delivering the Kapow scheme through the subject co-ordinator and the variety of Q&A videos provided by Kapow which feature experts from various fields, covering the key areas: Families, Friendships, Healthy and Safe Relationships, Digital safety and The Changing Adolescent Bodies.

Long term plans, statutory guidance mapping, PSHE and RSE progression of skills and knowledge, Knowledge organisers and a variety of guides, including those for parents and carers, can be requested from the PSHE co-ordinator.



What is taught when?						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Half Term 1	Introduction lesson Family and Relationships	Introduction lesson Family and Relationships	Introduction lesson Family and Relationships	Introduction lesson Family and Relationships	Introduction lesson Family and Relationships	Introduction lesson Family and Relationships
Half Term 2	Family and Relationships Health and Wellbeing	Family and Relationships Health and Wellbeing	Family and Relationships Health and Wellbeing	Family and Relationships Health and Wellbeing	Family and Relationships Health and Wellbeing	Family and Relationships Health and Wellbeing
Half Term 3	Health and Wellbeing Citizenship	Health and Wellbeing Citizenship	Health and Wellbeing Citizenship	Health and Wellbeing Citizenship	Health and Wellbeing Citizenship	Health and Wellbeing Citizenship
Half Term 4	Citizenship Economic Wellbeing	Citizenship Economic Wellbeing	Citizenship Economic Wellbeing	Citizenship Economic Wellbeing	Citizenship Economic Wellbeing	Citizenship Economic Wellbeing
Half Term 5	Economic Wellbeing Safety and the Changing Body	Economic Wellbeing Safety and the Changing Body	Economic Wellbeing Safety and the Changing Body	Economic Wellbeing Safety and the Changing Body	Economic Wellbeing Safety and the Changing Body	Economic Wellbeing Safety and the Changing Body
Half Term 6	Safety and the Changing Body Transition	Safety and the Changing Body Transition	Safety and the Changing Body Transition	Safety and the Changing Body Transition	Safety and the Changing Body Transition: Roles and Responsibilities	Safety and the Changing Body Identity Transition: Dealing with change



### Knowledge and Skills Prior to KS1 - RSE & PHSE in EYFS

PSHE in the early years is taught through a variety of adult led and child initiated activities. All activities and play based learning opportunities are guided by the interests of the individuals in the class. PSHE forms the basic structure of the EYFS with numerous opportunities for the children to develop within each of the strands. The most relevant areas are Communication and language, Personal Social and Emotional development, Physical Development and Understanding the World. Through PSHE, children in the EYFS will:

- Learn to form positive relationships in a setting that supports mutual respect and understanding and that celebrates and acknowledges differences.
- Work with adults as guides and role models to develop anti-discriminatory attitudes.
- Be encouraged to gain a knowledge and understanding of their own culture and community to help them develop a sense of belonging and a strong self-image.
- Use role play is used to explore their own culture and appreciate the similarities and differences in those of others.
- Be encouraged to have a positive self image and high self esteem and to have the confidence to make the most of opportunities
- Communicate effectively and explore the world around them.
- Learn about different kinds of relationships
- Think about and practise ways of solving problems to help them feel capable of responding to challenges.

Although PSHE themes run throughout EYFS, the Kapow curriculum delivers 6 discrete units each consisting of 6 lessons. These are:

#### **Self Regulation: My feelings**

Children learn to explore and understand their feelings, identify when they may be feeling something and begin learning how to communicate and cope with their feelings and emotions.

#### **Building Relationships: Special Relationships**

(Unit not yet available)

#### **Managing Self: Taking on Challenges**

(Unit not yet available)

#### **Self Regulation: Listening and Following Instructions**

(Unit not yet available)



# The Willows Primary School

## PHSE & RSE Curriculum



### **Building Relationships: My Family and Friends**

(Unit not yet available)

### **Managing self: Happy Head and Happy Heart**

(Unit not yet available)

EYFS are also following the 'Think Equal' curriculum as provided by Manchester City Council. Think Equal is a programme designed to teach social and emotional learning to the Early years. It Consists of 24 narrative books and accompanying activities which are designed to focus attention to breath, body and trauma informed teaching. The books and activities cover themes of self confidence, self esteem, celebration of diversity, self awareness, self regulation, communication skills, creativity, kindness, collaboration, moral and ethical values, self control, goal setting, relationship building, critical thinking, gender equality, resilience, perspective taking, empathy, being an advocate for others, environmental awareness, problem solving, mindfulness, peaceful conflict resolution, global citizenship, emotional literacy and inclusion.



Skills and Knowledge Progression					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Families and Relationships</b>					
<p>Exploring how families are different to each other.</p> <p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p> <p>To understand that families look after us.</p> <p>To know some words to describe how people are related (eg. aunty, cousin).</p> <p>To know that some information about me and my family is personal.</p> <p>To understand some characteristics of a positive friendship.</p> <p>To understand that friendships can have problems but that these can be overcome.</p>	<p>Understanding ways to show respect for different families.</p> <p>Understanding difficulties in friendships and discussing action that can be taken.</p> <p>Exploring the conventions of manners in different situations.</p> <p>Exploring how loss and change can affect us.</p> <p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p> <p>To know some problems which might happen in friendships.</p> <p>To understand that some problems in friendships might be more serious and need addressing.</p>	<p>Learning that problems can occur in families and that there is help available if needed.</p> <p>Exploring ways to resolve friendship problems.</p> <p>Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Identifying who I can trust. Exploring the negative impact of stereotyping.</p> <p>To know that I can talk to trusted adults or services such as Childline if I experience family problems.</p> <p>To know that bullying can be physical or verbal.</p> <p>To know that bullying is repeated, not a one off event.</p>	<p>Exploring physical and emotional boundaries in friendships.</p> <p>Discussing how to help someone who has experienced a bereavement.</p> <p>To understand the different roles related to bullying including victim, bully and bystander.</p> <p>To understand that everyone has the right to decide what happens to their body.</p> <p>To understand the courtesy and manners which are expected in different scenarios.</p> <p>To understand some stereotypes related to disability.</p> <p>To know that bereavement describes the feeling someone might have after</p>	<p>Identifying ways families might make children feel unhappy or unsafe.</p> <p>Exploring the impact that bullying might have.</p> <p>Exploring issues which might be encountered in friendships and how these might impact the friendship.</p> <p>Exploring and questioning the assumptions we make about people based on how they look.</p> <p>To know that marriage is a legal commitment and is a choice people can make</p> <p>To know that if I have a problem, I can call ChildLine on 0800 1111.</p> <p>To understand what might lead to someone bullying others.</p> <p>To know what action a bystander can take when</p>	<p>Identifying ways to resolve conflict through negotiation and compromise.</p> <p>Discussing how and why respect is an important part of relationships.</p> <p>Identifying ways to challenge stereotypes.</p> <p>Exploring the process of grief and understanding that it is different for different people</p> <p>To know that a conflict is a disagreement or argument and can occur in friendships.</p> <p>To understand the concepts of negotiation and compromise.</p> <p>To understand what respect is.</p> <p>To understand that everyone deserves respect but respect can be lost.</p>



<p>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only</p>	<p>To understand what good manners are.</p> <p>To understand some stereotypes related to jobs.</p> <p>To know that there are ways we can remember people or events.</p>	<p>To know that violence is never the right way to solve a friendship problem.</p> <p>To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>To understand that there are similarities and differences between people.</p>	<p>someone dies or another big change in their lives.</p>	<p>they see bullying.</p> <p>To know that stereotypes can be unfair, negative and destructive.</p> <p>To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</p>	<p>To understand that stereotypes can lead to bullying and discrimination.</p> <p>To understand that loss and change can cause a range of emotions.</p> <p>To know that grief is the process people go through when someone close to them dies.</p>
-------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Health and Wellbeing

<p>Learning how to wash hands properly.</p> <p>Learning how to deal with an allergic reaction.</p> <p>Exploring positive sleep habits.</p> <p>Identifying different ways to manage feelings.</p> <p>To understand we can limit the spread of germs by having good hand hygiene.</p> <p>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>To know that certain foods and other things can cause</p>	<p>Exploring the effect that food and drink can have on my teeth.</p> <p>Exploring some of the benefits of a healthy balanced diet.</p> <p>Suggesting how to improve an unbalanced meal.</p> <p>Exploring strategies to manage different emotions.</p> <p>Developing empathy.</p> <p>Exploring the need for perseverance and developing a growth mindset.</p> <p>To know that food and drinks with lots of sugar are bad for</p>	<p>Understanding why it is important to look after my teeth.</p> <p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p> <p>Being able to breakdown a problem into smaller parts to overcome it.</p> <p>To understand ways to prevent tooth decay.</p> <p>To know the different food groups and how much of each of them we should have to have a balanced diet.</p>	<p>Developing independence in looking after my teeth.</p> <p>Explore ways we can make ourselves feel happy or happier.</p> <p>Developing the ability to appreciate the emotions of others in different situations.</p> <p>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Developing a growth mindset.</p> <p>To know key facts about dental health.</p>	<p>Developing independence for protecting myself in the sun.</p> <p>Considering calories and food groups to plan healthy meals.</p> <p>Developing greater responsibility for ensuring good quality sleep.</p> <p>Taking responsibility for my own feelings.</p> <p>To understand the risks of sun exposure.</p> <p>To know that calories are the unit that we use to measure the amount of energy certain foods give</p>	<p>Discussing ways to prevent illness.</p> <p>Identifying some actions to take if I am worried about my health or my friends' health.</p> <p>Setting achievable goals for a healthy lifestyle.</p> <p>Developing strategies for being resilient in challenging situations.</p> <p>To understand that vaccinations can give us protection against disease.</p> <p>To know that changes in the body could be possible signs of illness.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<p>allergic reactions in some people.</p> <p>To know that sleep helps my body to repair itself, to grow and restores my energy.</p> <p>To know that strengths are things we are good at.</p> <p>To know that qualities describe what we are like.</p> <p>To know the words to describe some positive and negative emotions.</p>	<p>my teeth.</p> <p>To understand the balance of foods we need to keep healthy.</p> <p>To know that we can feel more than one emotion at a time.</p> <p>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>	<p>To understand the importance of belonging.</p> <p>To understand what a problem or barrier is and that these can be overcome.</p>	<p>To know that it is normal to experience a range of emotions.</p> <p>To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>To understand that mistakes can help us to learn.</p> <p>To know who can help if we are worried about our own or other people's mental health.</p>	<p>us.</p> <p>To know that what we do before bed can affect our sleep quality.</p>	<p>To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</p> <p>To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).</p> <p>To know the effects technology can have on mental health.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Safety and the Changing Body

<p>Learning what is and is not safe to put in or on our bodies.</p> <p>Practising making an emergency phone call.</p> <p>To know that some types of physical contact are never appropriate.</p> <p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p> <p>To know that an emergency is a situation where</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p> <p>To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online.</p>	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p> <p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p>	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p> <p>Discussing the benefits of being a non-smoker.</p> <p>Discussing some physical and emotional changes during puberty.</p>	<p>Developing an understanding of how to ensure relationships online are safe.</p> <p>Learning to make 'for' and 'against' arguments to help with decision making.</p> <p>Identifying reliable sources of help with puberty.</p> <p>Learning about how to help someone who is bleeding. To know the steps to take before sending a message online (using the THINK mnemonic).</p>	<p>Exploring online relationships including dealing with problems.</p> <p>Discussing the reasons why adults may or may not drink alcohol.</p> <p>Discussing problems which might be encountered during puberty and using knowledge to help.</p> <p>Placing an unresponsive patient into the recovery position.</p> <p>To understand that online</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<p>someone is badly hurt, very ill or a serious accident has happened.</p> <p>To know that the emergency services are the police, fire service and the ambulance service.</p>	<p>To understand the difference between secrets and surprises.</p> <p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p> <p>To know the names of parts of my body including private parts.</p>	<p>Learning what to do in a medical emergency, including calling the emergency services.</p> <p>To understand that cyberbullying is bullying which takes place online.</p> <p>To know the rules for being safe near roads.</p> <p>To understand that other people can influence our choices.</p> <p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p>	<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p> <p>To understand the risks associated with smoking tobacco.</p> <p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p>	<p>To know some of the possible risks online.</p> <p>To know some strategies I can use to overcome pressure from others and make my own decisions.</p> <p>To understand the process of the menstrual cycle.</p> <p>To know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>To know that puberty happens at different ages for different people.</p> <p>To know how to assess a casualty's condition.</p>	<p>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>To understand the risks associated with drinking alcohol.</p> <p>To understand how a baby is conceived and develops.</p> <p>To know how to conduct a primary survey (using DRSABC).</p>
<h3>Citizenship</h3>					
<p>Recognising why rules are necessary.</p> <p>Exploring the differences between people.</p> <p>To know the rules in school. To understand that people are all different.</p>	<p>Explaining why rules are in place.</p> <p>Learning how to discuss issues of concern to me.</p> <p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as</p>	<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>To understand the UN Convention on the Rights of the Child.</p>	<p>Discussing how we can help to protect human rights.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p> <p>To know that human rights</p>	<p>Developing an understanding of how parliament and Government work.</p> <p>To know what happens when someone breaks the law.</p> <p>To know that parliament is made up of the House of Commons, the House of</p>	<p>Discussing how education and other human rights protect us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p>



	<p>'laws'.</p> <p>To understand that everyone has similarities and differences.</p>	<p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand the role of charities in the community.</p>	<p>are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that there are a number of groups which make up the local community.</p>	<p> Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p>	<p>Identifying appropriate ways to share views and ideas with others.</p> <p>To know that education is an important human right.</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>
<b>Economic Wellbeing</b>					
<p>Discussing what to do if we find money.</p> <p>Exploring choices people make about money.</p> <p>To know that coins and notes have different values.</p> <p>To know some of the ways children may receive money.</p>	<p>Identifying whether something is a want or need.</p> <p>Recognising that people make choices about how to spend money.</p> <p>To know some of the ways in which adults get money.</p> <p>To know the difference between a 'want' and 'need'.</p>	<p>Considering the advantages and disadvantages of different payment methods.</p> <p>To understand that there are different ways to pay for things.</p> <p>To understand that there are a range of jobs available.</p>	<p>Identifying negative and positive influences that can affect our career choices.</p> <p>To understand the importance of tracking money.</p> <p>Exploring ways to overcome stereotypes in the workplace.</p>	<p>Discussing risks associated with money.</p> <p>To know some ways that people lose money.</p>	<p>Identifying jobs which might be suitable for them.</p>



# The Willows Primary School

## PHSE & RSE Curriculum



To know that it is wrong to steal money.	To know some of the features to look at when selecting a bank account.	To understand that some stereotypes can exist around jobs but these should not affect people's choices.			
<b>Identity (Y6 Only)</b>					
					<p>Exploring how the media might influence our identity.</p> <p>To know that identity is the way we see ourselves and also how other people see us.</p>



### Key Vocabulary Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>● Accident ● Allergy ● Banks and building societies ● Behaviour ● Care ● Cash ● Democracy ● Different ● Drug ● Earn ● Emergency ● Emotions ● Fair ● Family ● Feelings ● Friend ● Friendly ● Germs ● Hazards ● Ill (poorly) ● Medicine ● Pet ● Physical contact ● Polite ● Problem ● Qualities ● Relax ● Respect ● Responsibility ● Role ● Rule ● Save ● Similar ● Skill ● Spend ● Stereotype ● Trust ● Unique ● Value ● Vote</li> </ul>	<ul style="list-style-type: none"> <li>● Coins ● Diet ● Exercise ● Election ● Environment ● Friendship ● Goal ● Growth mindset ● Healthy ● Identity ● Job ● Love ● Manners ● Need ● Notes ● Priority ● Opinion ● Relaxation ● Rule ● Physical activity ● Notes ● School council ● Skill ● Strengths ● Volunteer ● Vote ● Want</li> </ul>	<ul style="list-style-type: none"> <li>● Alone ● Balance ● Barriers ● Belonging ● Budget ● Bullying ● Charity ● Communication ● Community ● Council ● Councillor ● Empathy ● Expense ● Feeling ● Human rights ● Identity ● Law ● Lonely ● Open question ● Qualification ● Recycling ● Resilience ● Similar ● Solve ● Stereotype ● Stretch ● Sympathy ● Trust ● United Nations/ UN</li> </ul>	<ul style="list-style-type: none"> <li>● Act of kindness ● Age restriction ● Asthma ● Authority ● Bank balance ● Bank statement ● Bereavement ● Boundaries ● Breasts ● Bystander ● Cabinet ● Career ● Council officer ● Debit card ● Diversity ● Fluoride ● Genitals ● Law ● Local government ● Mental health ● Negative emotions ● Permission ● Positive emotions ● Protect ● Puberty ● Public ● Reuse ● Tobacco ● Visualise</li> </ul>	<ul style="list-style-type: none"> <li>● Attraction ● Attributes ● Bladder ● Cervix ● Clitoris ● Cyberbullying ● Decision ● Defendant ● Discrimination ● Egg/ova ● Ejaculation ● Erection ● Expenditure ● Fail ● Fallopian tube ● Freedom of expression ● Friend ● Government ● House of Commons ● Income ● Influence ● Interest ● Judge ● Jury ● Labia ● Marriage ● Member of Parliament (MP) ● Menstruation/period ● Nipples ● Ovary/ovaries ● Parliament ● Pressure group ● Prime Minister ● Protect ● Pubic hair ● Repayment ● Responsibility ● Scrotum ● Secret ● Sperm duct ● Steps ● Trial ● Urethra ● Uterus ● Vaginal opening ● Wedding ● Wet dreams ● Womb</li> </ul>	<ul style="list-style-type: none"> <li>● Alcohol ● Authority ● Concern ● Conflict ● Discrimination ● Earn ● Expectation ● Gambling ● Grief ● Grieving ● Habit ● Internet trolling ● Ministers ● PIN ● Pregnant ● Prejudice ● Protected characteristics ● Resolve ● Vaccination ● Conception ● Fertilisation ● Pregnant ● Sexual intercourse ● Sperm</li> </ul>



### IMPACT

Our PSHE and RSE curriculum is high quality, well thought out and is planned to demonstrate progression.

Each lesson within Kapow's Primary Scheme Features assessment guidance, helping teachers to identify whether pupils have met, exceeded, or failed to meet the desired learning intentions for that lesson.

Each unit of lessons comes with and **Assessment Quiz and Knowledge Catcher**. The quiz contains 10 questions, nine of which are multiple choice and can be used either at the end of the unit or at both the start and end to help measure progress and identify any gaps in learning. The knowledge Catchers list some lesson titles in mind-map or table format and can be used at the start of a unit to see what the children already know and to inform planning, and then pupils can revisit the same unit to add what else they now know, further demonstrating their progression in learning.

Once taught the full scheme, children will have met the objectives set out within the Relationships and Health Education statutory guidance and **can utilise their learning within their daily lives**, from dealing with **friendship issues to resilience** to making **healthy choices** and knowing **where and how to get help when needed**.