

# RSE & PSHE

## Long-term plan

### Mixed-age

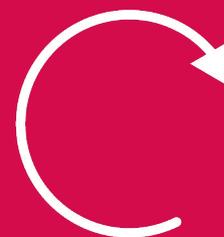
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This document may be useful to you if your school has mixed-age classes. It organises our units into a two-year rolling cycle which ensures full coverage of the National curriculum objectives.

Along with our suggestions for differentiation included in each lesson plan, this document will enable you to support progress between year groups, despite the challenges of mixed-age teaching.

This document is updated regularly to reflect changes to our content. This version was updated on 10.05.23. You can find the most up-to-date version [here](#).

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**Kapow**  
Primary™

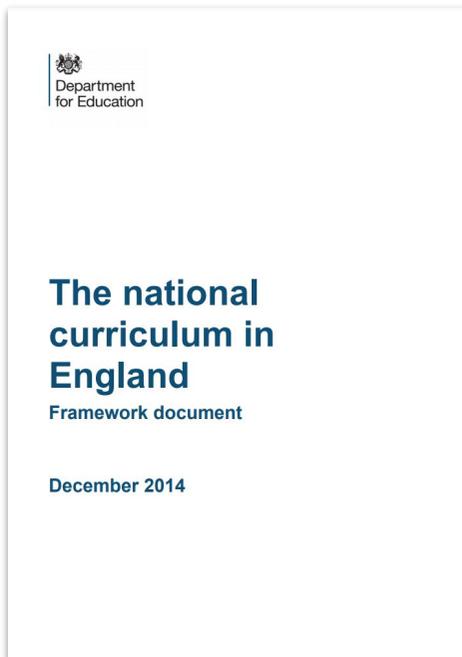
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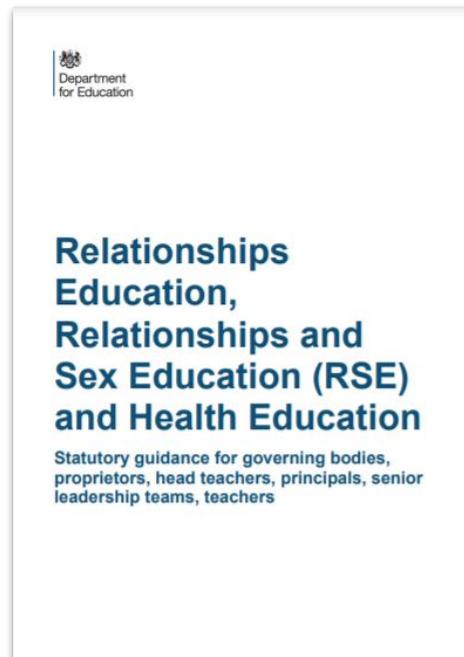
# How does Kapow Primary help our school to meet the statutory (and non-statutory) guidance for RSE & PSHE?

Our scheme of work fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE ('All schools should make provision for personal, social, health and economic education') and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education.) the EYFS: reception scheme has been designed to support pupils in meeting the Early learning goals which come under the Personal, Social and Emotional development prime area.

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



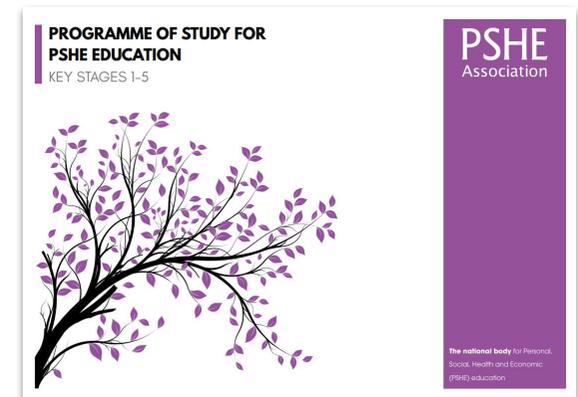
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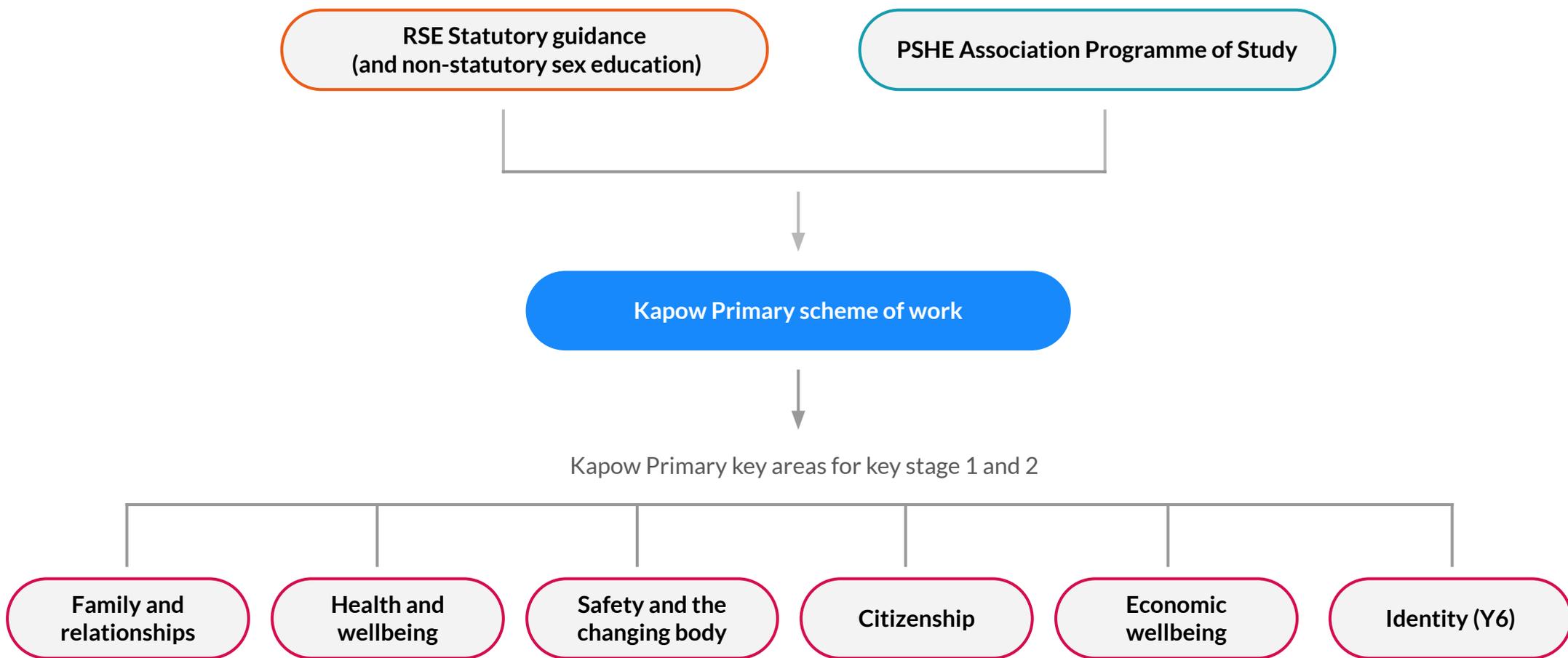


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# How is the RSE & PSHE scheme of work organised?



# Key areas

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

## Family and relationships

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

## Health and wellbeing

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

## Safety and the changing body

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

## Citizenship

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

## Economic wellbeing

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

Year 6 only:

## Identity

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



# A spiral curriculum

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

- ✓ **Cyclical:** Pupils revisit the five key areas throughout KS1 and KS2.
- ✓ **Increasing depth:** Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- ✓ **Prior knowledge:** Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.



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

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

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

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

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

# What about sex education?

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

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

## The RSE statutory guidance states that:

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

The Kapow Primary scheme of work includes **two** Year 6 lessons which parents have the opportunity to withdraw their children from all/part of the lesson: *Safety and the changing body*: [Lesson 5: Conception](#) and [Lesson 6: Pregnancy and birth](#).

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

## Short of curriculum time?

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

We have created a Condensed curriculum version of our Long term plan to help those schools who want to ensure coverage of the statutory guidance, without dedicating a lesson a week to RSE & PSHE.

Our Condensed curriculum long-term plan abstracts units which cover key skills and knowledge in 20 lessons.

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

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



# How Kapow Primary can help with mixed-age teaching

At Kapow Primary, we know the unique challenges that come with working in a mixed-age class: sometimes trying to meet different learning objectives for different year groups and dealing with an even wider range of abilities than you would in a single year group.

For RSE and PSHE, consideration must also be given to the emotional maturity of the children in your class and the appropriate age to introduce topics such as puberty.

Kapow primary have created a mixed-age scheme of work that can help you with all these challenges. We have worked with specialists in RSE and PSHE and in mixed-age teaching to produce a mixed-age scheme aimed at teaching Y1/2, Y3/4, Y5/6.

We have organised our existing content for key stages 1 and 2 into a two-year cycle, often adding increased differentiation to help you support and extend all pupils, even with the wider-range of abilities that mixed-age teaching brings.

In some areas, though, we felt that it was important that pupils had the opportunity to develop their understanding **each year**, rather than once in a two-year period, so the lessons have been rewritten, with clear guidance, activities, differentiation and assessment information for each year group. In these instances, teachers teach the same lesson each year, but pupils will have a different experience in the lesson depending on whether they are the younger or older cohort.

This means that even with a two-year cycle, you can be reassured that your pupils are progressing year-on-year as they develop in emotional maturity.



# How does it work?

Lessons marked with an asterisk (\*) appear in both Cycle A and Cycle B. Pupils will be taught the same lesson in both Year 1 and Year 2, but these lessons have been designed so that the pupils will have a different learning experience within the lesson depending on their year group. This includes different learning activities, success criteria, key questions and differentiation and in some cases, different learning objectives.

This ensures that pupils are covering topics appropriate for their emotional maturity and that they are progressing year-on-year, rather than over the two-year period.

Those lessons without an asterisk only appear once within the two-year cycle and we suggest that you use our enhanced 'Differentiation' section to support you in meeting the needs of your class.

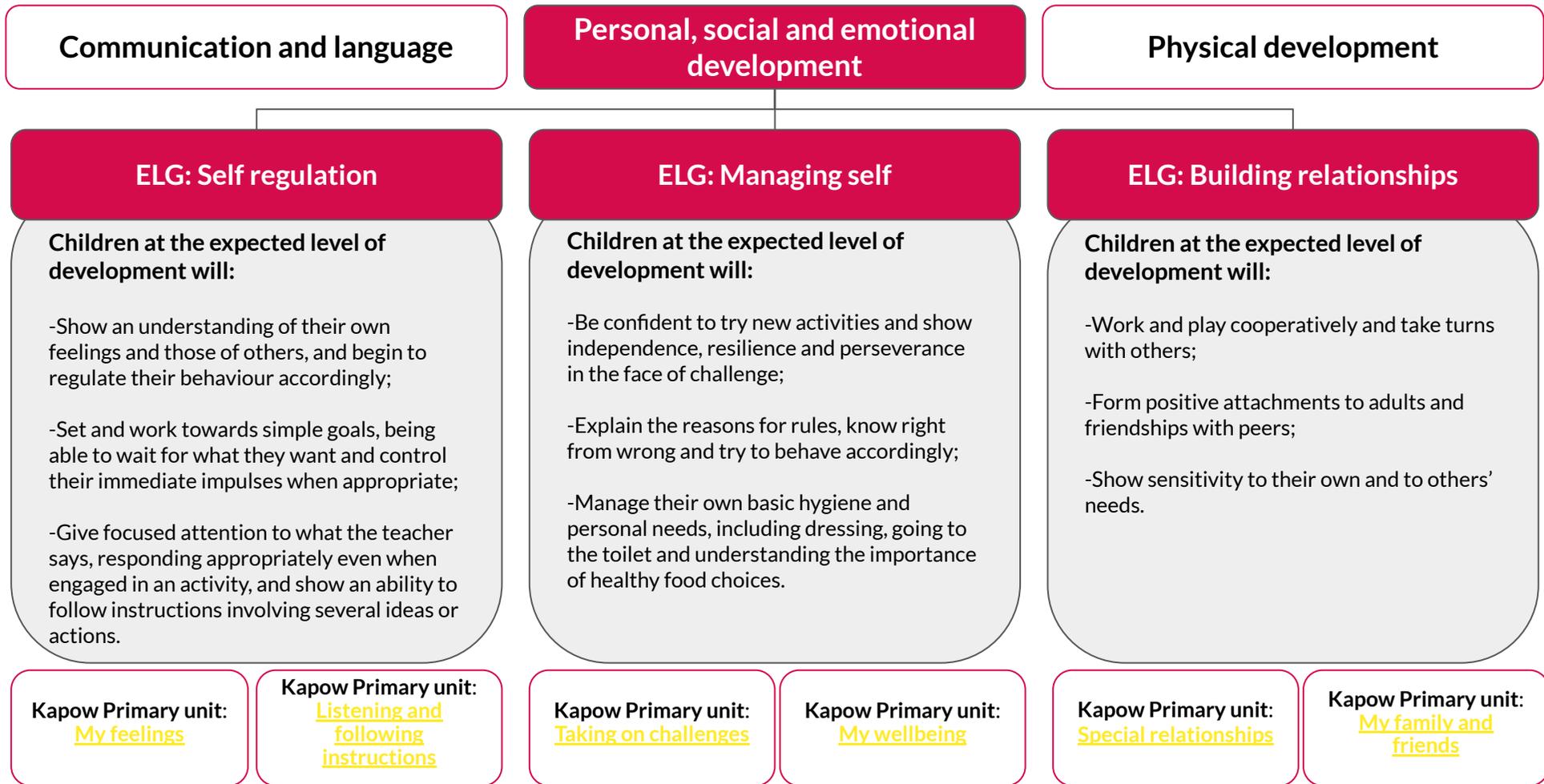
Lessons in **red** should ideally be taught to individual year groups in separate spaces. This is due to the nature of the content. Those lessons which are underlined denote those which parents have the right to withdraw their child from all/part of the lesson.



# RSE & PSHE in EYFS: Reception

Personal, social and emotional development is one of the three Prime Areas in the [Statutory framework for the early years foundation stage](#). The prime areas, **Communication and language**, **Physical development** and **Personal, social and emotional development**, lay the foundations for children to achieve in all areas of learning and life.

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



| Week           | Autumn  | Spring   | Summer  |
|----------------|---|--|---|
| <b>Week 1</b>  | <u>Self-regulation: My feelings (6 lessons)</u><br>Lesson 1: Identifying my feelings    | <u>Managing self: Taking on challenges (6 lessons)</u><br>Lesson 1: Why do we have rules?        | <u>Building relationships: My family and friends (6 lessons)</u><br>Lesson 1: Festivals |
| <b>Week 2</b>  | Lesson 2: Feelings jars   | Lesson 2: Building towers  | Lesson 2: Sharing   |
| <b>Week 3</b>  | Lesson 3: Coping strategies   | Lesson 3: Team den building  | Lesson 3: What makes a good friend?   |
| <b>Week 4</b>  | Lesson 4: Describing feelings   | Lesson 4: Grounding  | Lesson 4: Being a good friend   |
| <b>Week 5</b>  | Lesson 5: Facial expressions  | Lesson 5: Team races   | Lesson 5: Teamwork  |
| <b>Week 6</b>  | Lesson 6: Creating a calm corner  | Lesson 6: Circus skills  | Lesson 6: Celebrating friendships   |
| <b>Week 7</b>  | <u>Building relationships: Special relationships (6 lessons)</u><br>Lesson 1: My family | <u>Self-regulation: Listening and following instructions (6 lessons)</u><br>Lesson 1: Simon says | <u>Managing self: My wellbeing (6 lessons)</u><br>Lesson 1: What is exercise?           |
| <b>Week 8</b>  | Lesson 2: Special people  | Lesson 2: Listening to a story   | Lesson 2: Yoga and relaxation   |
| <b>Week 9</b>  | Lesson 3: Sharing   | Lesson 3: Pass the whisper   | Lesson 3: Looking after ourselves   |
| <b>Week 10</b> | Lesson 4: I am unique   | Lesson 4: Obstacle race  | Lesson 4: Being a safe pedestrian   |
| <b>Week 11</b> | Lesson 5: My interests  | Lesson 5: Blindfold walk   | Lesson 5: Eating healthily  |
| <b>Week 12</b> | Lesson 6: Similarities and differences  | Lesson 6: Treasure hunt  | Lesson 6: A rainbow of food   |

Please note that our reception units have not been organised into Cycle A and Cycle B because they follow the EYFS framework, rather than the statutory guidance for RSE, like our other year groups.

|   | Families and relationships                                 |  | Health and wellbeing                                    |                                 |
|---|--|--|---|---------------------------------|
|   | Cycle A  | Cycle B  | Cycle A   | Cycle B                         |
| 1 | Introduction: Setting ground rules for RSE & PSHE lessons* | Introduction: Setting ground rules for RSE & PSHE lessons* | Understanding my feelings*                              | Understanding my feelings*      |
| 2 | Family*  | Family*  | Relaxation - laughter and progressive muscle relaxation | Steps to success                |
| 3 | Friendships*   | Friendships*   | What am I like?   | Developing a growth mindset     |
| 4 | Families are all different                                 | Other people's feelings                                    | Ready for bed?  | Being active                    |
| 5 | Other people's feelings                                    | Getting along with others*                                 | Hand washing and personal hygiene                       | Relaxation: breathing exercises |
| 6 | Getting along with others*                                 | Friendship problems*                                       | Sun safety  | Healthy diet                    |
| 7 | Friendship problems*                                       | Gender stereotypes*  | Allergies   | Looking after our teeth         |
| 8 | Gender stereotypes*  | Change and loss  | People who help us stay healthy                         |                                 |

|   | Safety and the changing body                           |                               | Citizenship                |                            |
|---|--|-------------------------------|----------------------------|----------------------------|
|   | Cycle A  | Cycle B                       | Cycle A                    | Cycle B                    |
| 1 | Communicating with adults*                             | Communicating with adults*    | Rules*                     | Rules*                     |
| 2 | People who help to keep us safe in our local community | Road safety*                  | Similar, yet different *   | Similar, yet different *   |
| 3 | Road safety*   | Safety at home                | Belonging                  | Caring for others: Animals |
| 4 | Safety with medicines*                                 | Safety with medicines*        | Job roles in the community | The needs of others        |
| 5 | Making a call to the emergency services                | What to do if I get lost      | Our school environment     | Democratic decisions       |
| 6 | The difference between secrets and surprises           | The internet                  | Our local environment      | School council             |
| 7 | Appropriate contact*                                   | Appropriate contact*          |                            | Giving my opinion          |
| 8 | My private parts are private*                          | My private parts are private* |                            |                            |
| 9 | Personal boundaries*                                   | Personal boundaries*          |                            |                            |

| Economic Wellbeing |                               |                               |
|--------------------|-------------------------------|-------------------------------|
|                    | <u>Cycle A</u>                | <u>Cycle B</u>                |
| <b>1</b>           | Money*                        | Money*                        |
| <b>2</b>           | Needs and wants*              | Needs and wants*              |
| <b>3</b>           | Looking after money           | Saving and spending           |
| <b>4</b>           | Banks and building societies* | Banks and building societies* |
| <b>5</b>           | Jobs*                         | Jobs*                         |
| Transition         |                               |                               |
|                    | <u>Cycle A</u>                | <u>Cycle B</u>                |
| <b>1</b>           | Transition lesson*            | Transition lesson*            |

|   | Families and relationships                                      |  | Health and wellbeing       |                                    |
|---|---|--|----------------------------|------------------------------------|
|   | Cycle A   | Cycle B  | Cycle A                    | Cycle B                            |
| 1 | Introductory lesson: Setting ground rules and signposting*      | Introductory lesson: Setting ground rules and signposting* | My healthy diary           | My healthy diary                   |
| 2 | Friendship issues and bullying*                                 | Friendship issues and bullying*                            | Diet and dental health     | Looking after our teeth            |
| 3 | The effects of bullying and the responsibility of the bystander | Healthy families   | Relaxation - stretches     | Relaxation - visualisation         |
| 4 | Stereotyping - Gender*  | Stereotyping - Gender*                                     | Wonderful me               | Meaning and purpose - my role      |
| 5 | Stereotyping - Age/disability*                                  | Stereotyping - Age/disability*                             | My superpowers             | Resilience: breaking down problems |
| 6 | Healthy friendships - boundaries                                | How my behaviour affects others                            | Celebrating mistakes       | Emotions                           |
| 7 | Learning who to trust   | Effective communication to support relationships           | Communicating my feelings* | Communicating my feelings*         |
| 8 | Respecting differences*   | Respect and manners  | My happiness               | Mental health                      |
| 9 | Change and loss - bereavement*                                  | Respecting differences                                     |                            |                                    |

| Safety and the changing body |  | Citizenship  |                                       |                                       |
|------------------------------|--|--|---------------------------------------|---------------------------------------|
|                              | <u>Cycle A</u>   | <u>Cycle B</u>   |                                       |                                       |
|                              | <u>Cycle A</u>   | <u>Cycle B</u>   | <u>Cycle A</u>                        |                                       |
|                              |  |  | <u>Cycle B</u>                        |                                       |
| <b>1</b>                     | Be kind online   | Fake emails  | Recycling / reusing*                  | Recycling? reusing*                   |
| <b>2</b>                     | Cyberbullying  | Internet safety: age restrictions  | Local community buildings and groups* | Local community buildings and groups* |
| <b>3</b>                     | Share aware  | Consuming information online   | Local council and democracy*          | Local council and democracy*          |
| <b>4</b>                     | Privacy and secrecy  | Tobacco  | Rules                                 | Diverse communities                   |
| <b>5</b>                     | First Aid: Bites and stings  | First Aid: asthma  | Rights of the child*                  | Rights of the child                   |
| <b>6</b>                     | Choices and influences*  | Choices and influences*  | Human rights                          | Charity                               |
| <b>7</b>                     | Year 3: First Aid: Emergencies and calling for help<br>Year 4: Introducing puberty | Year 3: First Aid: Emergencies and calling for help<br>Year 4: Introducing puberty |                                       |                                       |
| <b>8</b>                     | Year 3: Road safety<br>Year 4: Growing up  | Year 3: Road safety<br>Year 4: Growing up  |                                       |                                       |

| Economic Wellbeing |                      |                      |
|--------------------|----------------------|----------------------|
|                    | <u>Cycle A</u>       | <u>Cycle B</u>       |
| <b>1</b>           | Spending choices*    | Spending choices*    |
| <b>2</b>           | Budgeting*           | Budgeting*           |
| <b>3</b>           | Money and emotions * | Money and emotions * |
| <b>4</b>           | Jobs and careers*    | Jobs and careers*    |
| <b>5</b>           | Gender and careers   | Jobs for me          |
| Transition         |                      |                      |
|                    | <u>Cycle A</u>       | <u>Cycle B</u>       |
| <b>1</b>           | Coping strategies*   | Coping strategies*   |

|          | Families and relationships                          |   | Health and wellbeing                  |                                     |
|----------|---|---|---------------------------------------|-------------------------------------|
|          | <u>Cycle A</u>                                      | <u>Cycle B</u>                                      | <u>Cycle A</u>                        | <u>Cycle B</u>                      |
| <b>1</b> | Introduction lesson: Setting rules and signposting* | Introduction lesson: Setting rules and signposting* | Relaxation - yoga                     | Relaxation - mindfulness            |
| <b>2</b> | Build a friend - what makes a good friend           | Friendship skills                                   | The importance of rest                | What can I be?                      |
| <b>3</b> | Respect*  | Respect*  | Embracing failure                     | Taking responsibility for my health |
| <b>4</b> | Respecting myself                                   | Resolving conflict                                  | Going for goals                       | The impact of technology on health  |
| <b>5</b> | Marriage  | Family life   | Taking responsibility for my feelings | Resilience toolbox                  |
| <b>6</b> | Bullying  | Stereotyping  | Healthy meals                         | Immunisation                        |
| <b>7</b> | Stereotyping  | Challenging stereotypes                             | Sun safety                            | Physical health concerns            |
| <b>8</b> | Challenging stereotypes                             | Change and loss                                     |                                       | Good and bad habits                 |

|          | Safety and the changing body   |  | Citizenship                        |                                    |
|----------|--|--|------------------------------------|------------------------------------|
|          | <u>Cycle A</u>   | <u>Cycle B</u>   | <u>Cycle A</u>                     | <u>Cycle B</u>                     |
| <b>1</b> | Online friendships   | Critical digital consumers   | Breaking the law                   | Pressure groups                    |
| <b>2</b> | Staying safe online  | Social media   | Prejudice and discrimination       | Valuing diversity                  |
| <b>3</b> | First Aid: Choking   | First Aid: Bleeding  | Protecting the planet              | Food choices and the environment   |
| <b>4</b> | Alcohol  | First Aid: Basic life support  | Contributing to the community      | Caring for others                  |
| <b>5</b> | Drugs, alcohol and tobacco: Influences                                     | Year 5: Puberty<br>Year 6: Physical and emotional changes of puberty       | Rights and responsibilities*       | Rights and responsibilities*       |
| <b>6</b> | Year 5: Puberty<br>Year 6: Physical and emotional changes of puberty       | Year 5: Menstruation<br><u>Year 6: Conception</u>                          | Parliament and national democracy* | Parliament and national democracy* |
| <b>7</b> | Year 5: Menstruation<br><u>Year 6: Conception</u>                          | Year 5: Emotional changes in puberty<br><u>Year 6: Pregnancy and birth</u> |                                    |                                    |
| <b>8</b> | Year 5: Emotional changes in puberty<br><u>Year 6: Pregnancy and birth</u> |  |                                    |                                    |

| Economic wellbeing |                                 |                                 |
|--------------------|---------------------------------|---------------------------------|
|                    | <u>Cycle A</u>                  | <u>Cycle B</u>                  |
| 1                  | Borrowing                       | Attitudes to money              |
| 2                  | Income and expenditure          | Keeping money safe              |
| 3                  | Prioritising spending           | Stereotypes in the workplace    |
| 4                  | Risks with money                | Gambling                        |
| 5                  | Careers*                        | Careers*                        |
| Identity           |                                 |                                 |
|                    | <u>Cycle A</u>                  | <u>Cycle B</u>                  |
| 1                  | Year 6: What is identity?       | Year 6: What is identity?       |
| 2                  | Year 6: Identity and body image | Year 6: Identity and body image |
| Transition lesson  |                                 |                                 |
|                    | <u>Cycle A</u>                  | <u>Cycle B</u>                  |
| 1                  | Roles and responsibilities*     | Roles and responsibilities*     |

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

| Date     | Update  |
|----------|---|
| 26.07.22 | Links corrected, Identity lesson removed to reflect website content.  |
| 19.08.22 | Name change of two Y3/4 lessons p.15  |
| 09.02.23 | EYFS: Reception units added.  |
| 21.02.23 | New lessons added to Y1/2 <i>Personal boundaries</i> and Y3/4 <i>Communicating my feelings</i> .  |
| 10.05.23 | Added in a statement saying 'You are welcome to share the Kapow Primary puberty video content with parents either in school or via video call' on p.7. Added a link to Teaching online safety in schools guidance and our mapping document p.3. |