

Kapow
Primary™

RSE & PSHE

Equipment list

Curriculum support

Kapow Primary's curriculum access is being improved to make resources more searchable, user-friendly and sustainable.

Curriculum information pages and curriculum portals bring together content that was previously only available across multiple PDF documents. This allows quicker access to key information and ensures that the most up-to-date guidance is always available.

Curriculum information pages

These pages outline the intent, implementation and impact of the Kapow Primary curriculum, including the rationale behind the approach. They act as a central hub for curriculum guidance, with links to related resources, embedded media and FAQs to support understanding.

Curriculum portals

The curriculum portals provide an online view of each subject's long-term plan and progression. They bring together key unit information, including national curriculum links, British values and SMSC, knowledge and skills, vocabulary and cross-curricular connections, allowing easy navigation between whole-school and unit-level views.

MENU

- Intent
- Curriculum aims
 - Statutory and non-statutory guidance
 - A broad and balanced curriculum
 - Progression
 - Types of knowledge
 - Wider knowledge and skills
 - Personal development in RSE & PSHE
 - EYFS (Reception)
 - Inclusion and diversity
- Implementation
- Impact

1. Intent

This section outlines the overall curriculum plan, including its structure, sequencing and the specific knowledge and skills students are expected to acquire.

Curriculum aims

What is PSHE & RSE? Why is RSE & PSHE important?

What is PSHE & RSE?

Visit the RSE & PSHE curriculum information pages online.

Kapow Primary

Help? Close

RSE&PSHE curriculum overview

RSE&PSHE

Last updated: 30/01/2026 11:06

Long-term plan Progression of Skills & knowledge Vocabulary progression

Standard Mixed-age Condensed Upcoming (2026/27) Download

Long-term plan Standard - Upcoming (2026/27)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Coming soon! My feelings	Coming soon! Special relationships	Coming soon! Taking on challenges	Coming soon! Listening and following instructions	Coming soon! My family and friends	Coming soon! My wellbeing
Year 1	Coming soon! My healthy self	Coming soon! Connecting with others	Coming soon! The online world	Coming soon! Citizenship	Coming soon! Health protection	Coming soon! Staying safe

Visit the RSE & PSHE curriculum portal online.

Content

EYFS (Reception)	4
Year 1	6
Year 2	8
Year 3	10
Year 4	12
Year 5	14
Year 6	16

Self-regulation: My Feelings	Building relationships: Special relationships
<ul style="list-style-type: none"> <input type="checkbox"/> Book: 'The Colour Monster' by Anna Llenas <input type="checkbox"/> Paper in the following colours: yellow, red, green, blue, black, pink <input type="checkbox"/> Six cardboard jars (see Teacher notes) <input type="checkbox"/> Collage materials in: yellow, red, green, blue, black and pink. Materials could include: fabric scraps, paper or card scraps, ribbons, buttons, sequins, magazine clippings etc. <input type="checkbox"/> PVA glue and spreaders <input type="checkbox"/> Name cards for each pupil (print out each pupil's name, cut out and laminate) <input type="checkbox"/> A set of plastic hoops (two per small group of children) <input type="checkbox"/> A set of coloured paper circles for each small group. Each set should contain two of each of the following colours: red, blue, black, pink, green and yellow <input type="checkbox"/> Feely bag <input type="checkbox"/> Counters for each child 	<ul style="list-style-type: none"> <input type="checkbox"/> Photographs or drawings of each child's close family (please read Teacher notes for guidance) <input type="checkbox"/> Two puppets <input type="checkbox"/> Counting cubes (approximately five per child) <input type="checkbox"/> Large parachute
Managing self: Taking on challenges	
<ul style="list-style-type: none"> <input type="checkbox"/> A list of your school rules (you may want to write these on the board before you start) <input type="checkbox"/> A list of your classroom rules, if they are not already displayed <input type="checkbox"/> A selection of simple games/board games. These can be shop-bought (suggestions below) or printable games that you have used in phonics or maths lessons. <input type="checkbox"/> Wooden bricks or building blocks <input type="checkbox"/> Sheets <input type="checkbox"/> Tarpaulin <input type="checkbox"/> Ropes <input type="checkbox"/> Heavy duty clips <input type="checkbox"/> Pegs <input type="checkbox"/> Netting 	<ul style="list-style-type: none"> <input type="checkbox"/> Wooden poles <input type="checkbox"/> Crates <input type="checkbox"/> Clothes airers or chairs <input type="checkbox"/> Four eggs (or potatoes) and spoons <input type="checkbox"/> Four sacks (for sack race) <input type="checkbox"/> Four skipping ropes <input type="checkbox"/> Scarves or pieces of fabric <input type="checkbox"/> A long piece of rope to be used as a tightrope (you could use a balance beam or a line of tape on the floor as an alternative)

This list does not include equipment which is usually readily available in the classroom (e.g pencils, A4 paper etc)

Listening and following instructions	My family and friends
<ul style="list-style-type: none"> <input type="checkbox"/> Four or five noisy objects: a bell, a squeaky dog toy, a maraca, a crisp packet, corrugated cardboard, tin foil, a paper bag etc. <input type="checkbox"/> A feely bag or box <input type="checkbox"/> A book from the suggested texts (see Teacher notes) <input type="checkbox"/> A large die <input type="checkbox"/> Possible obstacle course resources: plastic cones, a balance beam, chalk, skipping ropes, bean bags, a tunnel etc. <input type="checkbox"/> Blindfolds (one per pair of children). <input type="checkbox"/> Coloured spots made from A4 paper (see Teacher notes) 	<ul style="list-style-type: none"> <input type="checkbox"/> Photographs or drawings for each child (see teacher notes) <input type="checkbox"/> Small pots or bags (one per pupil) <input type="checkbox"/> Counting cubes or similar <input type="checkbox"/> Bowl or saucepan <input type="checkbox"/> Wooden spoon <input type="checkbox"/> Cups or teaspoons to 'test' the 'soup' (optional) <input type="checkbox"/> Beach or soft ball <input type="checkbox"/> Eggs (or potatoes) and spoons x4 <input type="checkbox"/> Sack (for sack race) x4 <input type="checkbox"/> Skipping rope x4 <input type="checkbox"/> Strips of card to make party hats <input type="checkbox"/> Embellishments for hats: sequins, tissue paper shapes, stickers etc.
My wellbeing	
<ul style="list-style-type: none"> <input type="checkbox"/> Feely bag <input type="checkbox"/> A selection of oversized clothes for the 'getting dressed game'. Adults' clothes work well for this. Suggestions include a shirt or waistcoat, a fleece or jacket with a zip, a hat, a scarf, gloves, and welly boots. <input type="checkbox"/> Dried pasta (just one piece per bag) , apples, broccoli, potatoes, bananas, bread (rolls are probably easier to use than slices of bread!), oranges. <input type="checkbox"/> Coloured paper <input type="checkbox"/> Hoops or chalk to make the rainbow (see Teacher notes) 	

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Setting ground rules around RSE & PSHE	Families and relationships
<ul style="list-style-type: none"> <input type="checkbox"/> Pens and paper 	<ul style="list-style-type: none"> <input type="checkbox"/> Pictures of family members <input type="checkbox"/> Materials to produce pictures <input type="checkbox"/> Materials for tower building, such as newspaper and sticky tape, spaghetti and marshmallows or straws and paper clips <input type="checkbox"/> A puppet or similar toy <input type="checkbox"/> PE hoops or a large piece of paper with big circles drawn on
<h2>Health and wellbeing</h2>	
<ul style="list-style-type: none"> <input type="checkbox"/> Book: 'Where are you Blue Kangaroo' by Emma Chichester Clark <input type="checkbox"/> Book: 'Quick as a Cricket' by Audrey Wood or the link provided in Lesson 2 <input type="checkbox"/> Resources needed to create picture books or devices for recording videos <input type="checkbox"/> A bowl of water, soap and a towel <input type="checkbox"/> Access to hand-washing facilities and an adult if possible <input type="checkbox"/> Glitter in a range of colours (there are environmentally-friendly forms of glitter available that are biodegradable) <input type="checkbox"/> Resources for children to create items for a display, poster or presentation <input type="checkbox"/> Selection of food packages with allergens marked in bold 	

This list does not include equipment which is usually readily available in the classroom (e.g pencils, A4 paper etc)

Safety and the changing body	Citizenship
<ul style="list-style-type: none"> <input type="checkbox"/> Optional: Photographs of people working in school if possible <input type="checkbox"/> A large space such as the hall or playground <input type="checkbox"/> A toy/puppet <input type="checkbox"/> Any books you have available about the jobs featured in the Lesson 8 presentation 	<ul style="list-style-type: none"> <input type="checkbox"/> Covers to go over any class rules on display in the classroom <input type="checkbox"/> Books on pets (if available) <input type="checkbox"/> Magazines/ catalogues with products for babies and children (optional) <input type="checkbox"/> Scissors <input type="checkbox"/> A small object to give to each child such as a lollipop stick, button or pencil
Economic wellbeing	Transition lesson
<ul style="list-style-type: none"> <input type="checkbox"/> Pretend money - coins and notes <input type="checkbox"/> A class puppet or soft toy <input type="checkbox"/> Two members of staff to come and talk to the children about their job <input type="checkbox"/> 'The Great Pet Sale,' by Mike Inkpen <input type="checkbox"/> Electronic devices <input type="checkbox"/> Sticky notes <input type="checkbox"/> Money box <input type="checkbox"/> Purse / wallet 	<ul style="list-style-type: none"> <input type="checkbox"/> Optional: Photographs of people working in school if possible <input type="checkbox"/> A large space such as the hall or playground <input type="checkbox"/> A toy/puppet <input type="checkbox"/> Any books you have available about the jobs featured in the Lesson 8 presentation

This list does not include equipment which is usually readily available in the classroom (e.g pencils, A4 paper etc)

Setting ground rules around RSE & PSHE	Families and relationships
<ul style="list-style-type: none"> <input type="checkbox"/> A puppet or persona doll <input type="checkbox"/> Paper and pens 	<ul style="list-style-type: none"> <input type="checkbox"/> Familiar books that feature different family setups and challenges/no challenges e.g. Owl Babies, Cinderella, Alfie and Annie Rose books, Charlie and The Chocolate Factory <input type="checkbox"/> Book: 'On Sudden Hill' by Linda Sarah and Benji Davies <input type="checkbox"/> Red and green pens <input type="checkbox"/> Book: 'Badger's Parting Gift' by Susan Varley <input type="checkbox"/> Card <input type="checkbox"/> Paper and materials to produce pictures for a display <input type="checkbox"/> Magazines and/or books featuring different jobs
<h2>Health and wellbeing</h2>	
<ul style="list-style-type: none"> <input type="checkbox"/> Book: 'Where are you Blue Kangaroo' by Emma Chichester Clark <input type="checkbox"/> A variety of sports equipment <input type="checkbox"/> Outside space or a hall <input type="checkbox"/> Playing cards <input type="checkbox"/> Needles and thread <input type="checkbox"/> Wooden blocks <input type="checkbox"/> A timer (physical or on-screen) <input type="checkbox"/> Three white eggs or egg shells with a white interior, two high sugar drink e.g. cola/squash/juice and water, cups with labels <input type="checkbox"/> Selection of food packages with allergens marked in bold 	

This list does not include equipment which is usually readily available in the classroom (e.g pencils, A4 paper etc)

Safety and the changing body	Citizenship
<ul style="list-style-type: none"> <input type="checkbox"/> Laptops or desktop computers <input type="checkbox"/> Paper for poster designs <input type="checkbox"/> Resources for the children to make posters 	<ul style="list-style-type: none"> <input type="checkbox"/> Photos of people in your school who look after the environment, such as cleaners, caretaker or lunchtime staff <input type="checkbox"/> Photos of the local area <input type="checkbox"/> A list of different groups in the local community children may have come across, for example, different religious groups, older people, clubs and societies
Economic wellbeing	Transition lesson
<ul style="list-style-type: none"> <input type="checkbox"/> Recording devices <input type="checkbox"/> Sticky notes <input type="checkbox"/> A baby doll <input type="checkbox"/> A4 paper <input type="checkbox"/> A wrapped toy <input type="checkbox"/> A bell <input type="checkbox"/> Large sugar paper <input type="checkbox"/> Bank account card <input type="checkbox"/> Book: 'The world needs who you were made to be,' by Joanna Gaines <input type="checkbox"/> Book: 'All are welcome here,' by Alexandra Penfold and Suzanne Kaufman. 	<ul style="list-style-type: none"> <input type="checkbox"/> Nothing needed for this lesson

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Setting ground rules around RSE & PSHE	Families and relationships
<ul style="list-style-type: none"><input type="checkbox"/> Sticky notes	<ul style="list-style-type: none"><input type="checkbox"/> Pictionary or charades cards<input type="checkbox"/> A selection of toy catalogues or printouts of toys from internet sites. Include some which are designed for babies and small children.
Health and wellbeing	
<ul style="list-style-type: none"><input type="checkbox"/> Nothing needed for this unit	

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Safety and the changing body	Citizenship
<ul style="list-style-type: none"> <input type="checkbox"/> Laptops or desktop computers <input type="checkbox"/> Plain paper <input type="checkbox"/> Pencil cases/colouring pencils <input type="checkbox"/> Book: 'Would You Rather' by John Burningham (if available) <input type="checkbox"/> Paper <input type="checkbox"/> Scissors <input type="checkbox"/> Glue <input type="checkbox"/> Catalogues and magazines 	<ul style="list-style-type: none"> <input type="checkbox"/> Three pieces of large paper (A3 or larger) each with one of the following headings: Home, School, Local area (you may need two or three sets depending on the size of the class) <input type="checkbox"/> The name of your local councillor <input type="checkbox"/> Your local council website <input type="checkbox"/> Optional: Laptops/ computers/tablets <input type="checkbox"/> Information on local charities - links to websites, leaflets, printed information from websites. If you have charities you support as a school you may wish to select these.
Economic wellbeing	Transition lesson
<ul style="list-style-type: none"> <input type="checkbox"/> Optional: A box or bag (one per group of four) containing the following: play money (coins and banknotes); a toy or old debit card; a toy or old credit card and a play mobile phone <input type="checkbox"/> Optional: Calculators <input type="checkbox"/> Optional: Whiteboards and pens <input type="checkbox"/> Adhesive tape <input type="checkbox"/> Optional : A range of items for the role-play activity, including a t-shirt, a bunch of bananas, a disposable plastic bottle of water, a box of tea bags, packaged box of fruit and a plastic toy <input type="checkbox"/> Sticky notes <input type="checkbox"/> Optional: A range of items associated with particular professions, e.g. paintbrush, hammer, chef hat, stethoscope, makeup, brush, calculator, apron, safety hat <input type="checkbox"/> Optional: A box or bag (to take objects out of). <input type="checkbox"/> Flipchart paper. <input type="checkbox"/> Four marker pens (per group of four children). 	<ul style="list-style-type: none"> <input type="checkbox"/> Nothing needed for this lesson
<p>This list does not include equipment which is usually readily available in the classroom (e.g pencils, A4 paper etc)</p>	

Setting ground rules around RSE & PSHE	Families and relationships
<ul style="list-style-type: none"> <input type="checkbox"/> Nothing needed for this unit 	<ul style="list-style-type: none"> <input type="checkbox"/> A drum or similar instrument <input type="checkbox"/> Optional: Pack of dominoes <input type="checkbox"/> A range of story books <input type="checkbox"/> Books about families or daily life in different countries <input type="checkbox"/> Whiteboards and pens <input type="checkbox"/> A puppet or toy
Health and wellbeing	
<ul style="list-style-type: none"> <input type="checkbox"/> Toothbrushes, toothpaste and dental health-related images <input type="checkbox"/> Resources for drawing or junk modelling <input type="checkbox"/> Book: 'The Most Magnificent Thing' by Ashley Spires <input type="checkbox"/> Devices for filming <input type="checkbox"/> A small bag <input type="checkbox"/> Book: 'The Colour Thief' by Andrew Fusek & Polly Peters <input type="checkbox"/> Pieces of different coloured card and paper e.g. yellow, red, blue, green, black, purple <input type="checkbox"/> Drawing materials 	

This list does not include equipment which is usually readily available in the classroom (e.g pencils, A4 paper etc)

Safety and the changing body	Citizenship
<ul style="list-style-type: none"> <input type="checkbox"/> Laptop or desktop computers <input type="checkbox"/> A prepared list of keywords or phrases relating to your current history, geography or science topic <input type="checkbox"/> Collect lots of books about bears (or another chosen animal) from your school library – be sure to include a range of both fiction books (like Winnie-the-Pooh) as well as non-fiction factual books <input type="checkbox"/> A picture of you or an adult the children know well as a small child <input type="checkbox"/> Materials such as magazine <input type="checkbox"/> Images 	<ul style="list-style-type: none"> <input type="checkbox"/> A list of community organisations in your city, county or region. You might want to include ones the children will not have heard of and that might help to tackle stereotypes, such as a religious group not found in your school or support for people with disabilities. <input type="checkbox"/> Computers/laptops or tablets for research
Economic wellbeing	Transition lesson
<ul style="list-style-type: none"> <input type="checkbox"/> Four or five jars of different coins of no particular amount (one per group - see Attention grabber - could be plastic coins if this is easier to resource) <input type="checkbox"/> Four boxes containing different items representing the following jobs: teacher (pens for marking and text books), influencer (play camera and phone), veterinarian (play stethoscope and animal treats) and programmer (point to class computer and keyboard) - (pre-prepared prior to the lesson, optional, see attention grabber). <input type="checkbox"/> Sticky notes <input type="checkbox"/> Any of the following books from the 'Little People, BIG DREAMS' to read to the class: Malala Yousafzai, Mary Anning, Amelia Earhart, Rosa Parks, Corazon Aquino <input type="checkbox"/> Flipchart (optional) 	<ul style="list-style-type: none"> <input type="checkbox"/> Resources for the children to record their goals (this could include art supplies and/or access to computers or laptops)

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Setting ground rules around RSE & PSHE	Families and relationships
<ul style="list-style-type: none"> <input type="checkbox"/> Ideas of things you know children learnt about in PSHE in Year 4 <input type="checkbox"/> Large pieces of paper each with one of the following headings: Relationships, Health and Safety 	<ul style="list-style-type: none"> <input type="checkbox"/> Materials for the children to use to make posters <input type="checkbox"/> Labels for corners of the room <input type="checkbox"/> Clip from the film, Toy Story, where Woody pushes Buzz out of the window – <i>this film is available to buy online via platforms such as Google Play and iTunes, and physically via DVD, Blu-ray and/or 4K UHD Blu-ray.</i>
<h3>Health and wellbeing</h3>	
<ul style="list-style-type: none"> <input type="checkbox"/> A large space such as a hall <input type="checkbox"/> Laptops or tablets <input type="checkbox"/> Devices for recording <input type="checkbox"/> A 'choose your destiny' themed book <input type="checkbox"/> Calculators <input type="checkbox"/> Access to the internet, a tablet or laptop, one per group <input type="checkbox"/> Sticky notes 	

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Safety and the changing body	Citizenship
<ul style="list-style-type: none"> <input type="checkbox"/> Computers/laptops <input type="checkbox"/> Paper <input type="checkbox"/> Examples of sanitary protection <input type="checkbox"/> A hoop 	<ul style="list-style-type: none"> <input type="checkbox"/> Dice and counters
Economic wellbeing	Transition lesson
<ul style="list-style-type: none"> <input type="checkbox"/> A speaking object to pass around the class, such as a toy microphone or similar prop <input type="checkbox"/> Mini whiteboards and marker pens <input type="checkbox"/> Two containers labelled 'bank' and 'borrower' <input type="checkbox"/> Five to six coins (real or play money) <input type="checkbox"/> Sticky notes <input type="checkbox"/> A large piece of paper and 4-5 pens <input type="checkbox"/> A container <input type="checkbox"/> Devices to play 'The way up game' 	<ul style="list-style-type: none"> <input type="checkbox"/> Sticky notes

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Setting ground rules around RSE & PSHE	Families and relationships
<input type="checkbox"/> Ideas of things you know that children learnt about in PSHE in previous lessons	<input type="checkbox"/> Book: Michael Rosen's 'Sad Book'
Health and wellbeing	
<input type="checkbox"/> Paper to make booklets	

This list does not include equipment which is usually readily available in the classroom (e.g pencils, A4 paper etc)

Safety and the changing body	Citizenship	Economic wellbeing
<ul style="list-style-type: none"> <input type="checkbox"/> Pens <input type="checkbox"/> Paper <input type="checkbox"/> Space for conscience alley activity (Lesson 3) <input type="checkbox"/> Large pieces of paper labelled: 'Boys', 'Girls', 'Both'. You may need two or more sets depending on the size of the class and groups <input type="checkbox"/> Resources e.g. magazine pictures, catalogues, books for research and links to suitable websites 	<ul style="list-style-type: none"> <input type="checkbox"/> Lined paper <input type="checkbox"/> Access to the internet <input type="checkbox"/> Relevant books 	<ul style="list-style-type: none"> <input type="checkbox"/> Sticky notes <input type="checkbox"/> Markers <input type="checkbox"/> Whiteboards and pens <input type="checkbox"/> A container or bag open from the top <input type="checkbox"/> A container <input type="checkbox"/> Coloured counters or tokens or connecting cubes or squares of card (ten red, three green, two blue) <input type="checkbox"/> Small objects for markers (e.g. buttons or counters) <input type="checkbox"/> Devices for web research
Transition lesson	Identity lesson	
<ul style="list-style-type: none"> <input type="checkbox"/> Sticky notes 	<ul style="list-style-type: none"> <input type="checkbox"/> Optional: A collection of magazines and newspapers, featuring pictures of people that have been edited and modified 	

This list does not include equipment which is usually readily available in the classroom (e.g pencils, A4 paper etc)