

RSE & PSHE

Long-term plan

Condensed

A 20-week condensed long-term plan focusing on the essential skills and knowledge of the subject.

This document is updated regularly to reflect changes to our content. This version was updated on 09.02.23.

You can find the most up-to-date version [here](#).

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Kapow
Primary™

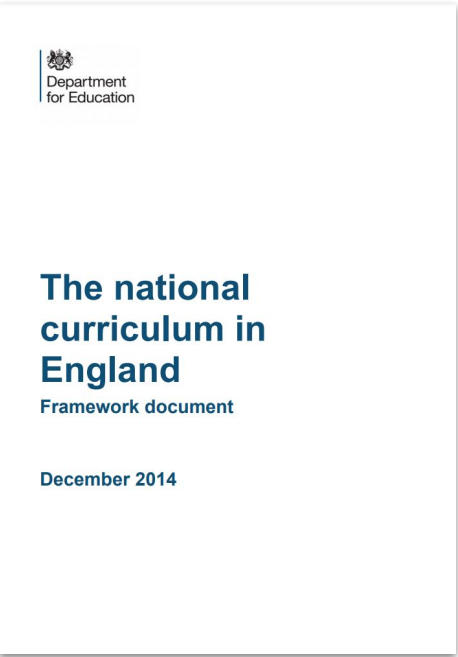
Contents:

How does Kapow Primary help our school to meet the statutory guidance for RSE & PSHE?	<u>3</u>
How is the RSE & PSHE scheme of work organised?	<u>4</u>
Key areas	<u>5</u>
A spiral curriculum	<u>6</u>
Is there any flexibility in the Kapow Primary PSHE & RSE scheme?	<u>6</u>
What about sex education?	<u>7</u>
Short of curriculum time?	<u>8</u>
RSE & PSHE in EYFS: Reception	<u>9</u>
Suggested long-term plan: RSE & PSHE Reception - Year 3 (20-week condensed curriculum)	<u>10</u>
Suggested long-term plan: RSE & PSHE Year 4-6 (20-week condensed curriculum)	<u>11</u>

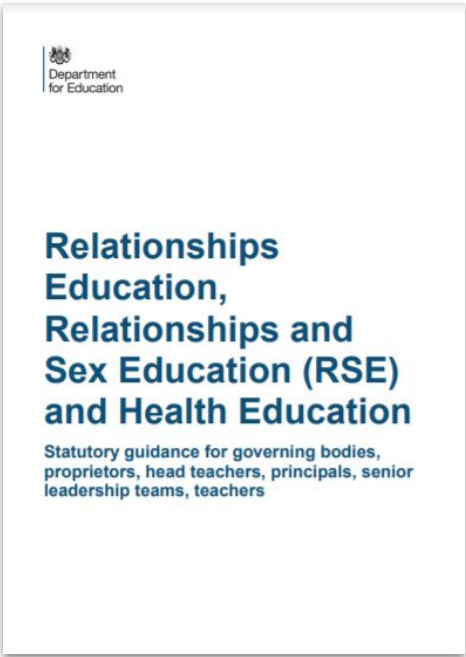
How does Kapow Primary help our school to meet the statutory guidance for RSE & PSHE?

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.)

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](#)).



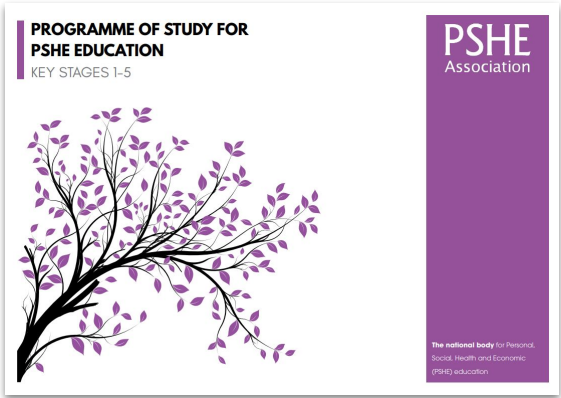
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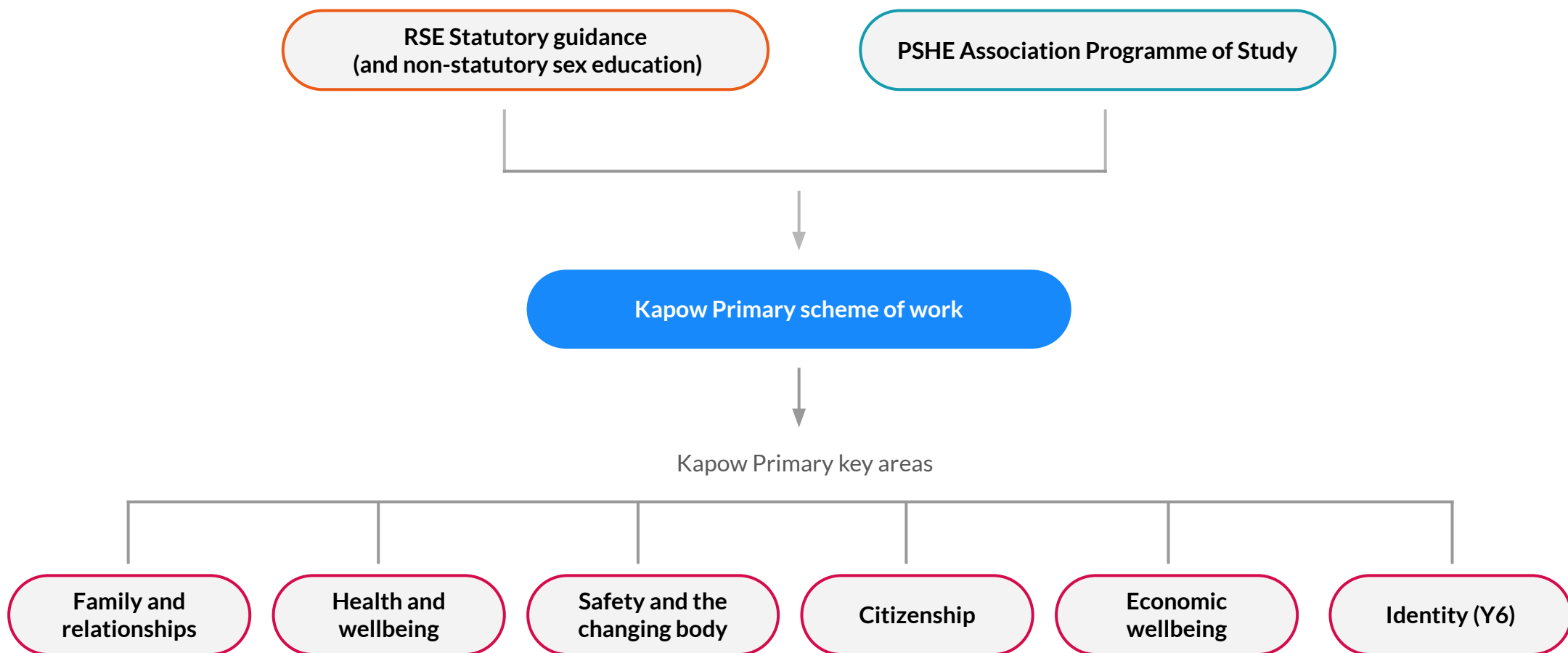


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How is the RSE & PSHE scheme of work organised?



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](#). Neither of these lessons are included in the Long-term plan – condensed as they go beyond statutory guidance.

Should you choose to teach these lessons, we suggest that you consult with parents about the content prior to teaching them, to provide them time to consider the content and to withdraw their child if they so wish.

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 minimum coverage of the statutory guidance in less time.

Our Long-term plan — condensed version 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 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.

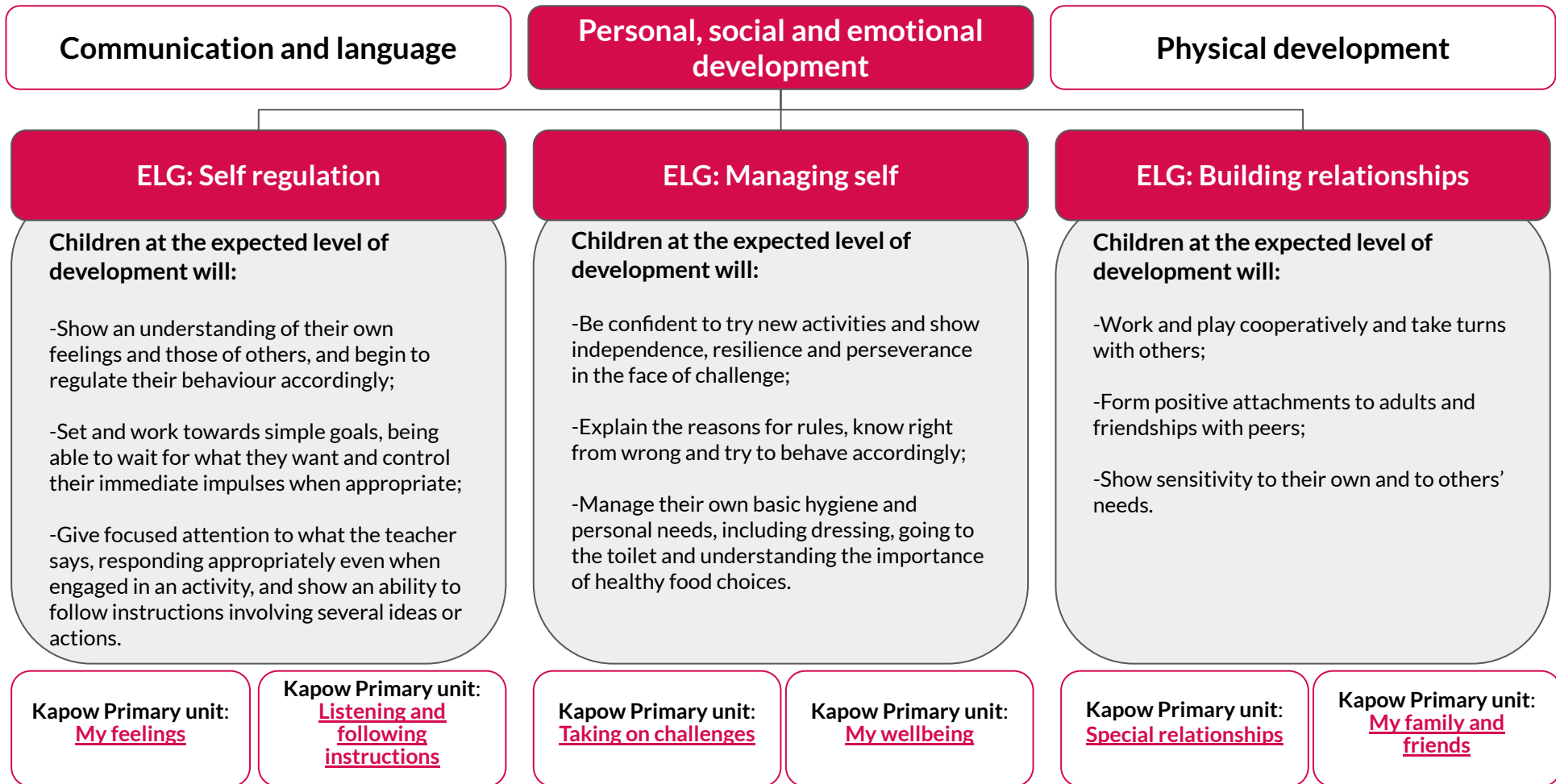


RSE & PSHE in EYFS: Reception

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.



EYFS: Reception	Self-regulation		Building relationships		Managing self	
	My feelings: L1 Identifying my feelings L3 Coping strategies L4 Emotional adjectives L5 Facial expressions		Special relationships: L2 Special people L3 Sharing L4 I am unique L6 Similarities and differences		My family and friends: L1 Festivals L2 Sharing L3 What makes a good friend L4 Being a good friend	
	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 1	Setting ground rules for RSE and PSHE lessons	L1 What is family? L2 What are friendships? L5 Friendship problems L6 Healthy friendships L7 Gender stereotypes	L1 Understanding my emotions L3 Ready for bed L5 Handwashing & personal hygiene L6 Sun safety L7 Allergies	L1 Adults in school L2 Adults outside school L4 Making an emergency phone call L5 Appropriate contact L6 Safety with substances	L1 Rules L4 Similar, yet different	L1 Introduction to money L4 Saving and spending
Year 2	Setting ground rules for RSE and PSHE	L2 Families are all different L4 Unhappy friendships L5 Introduction to manners and courtesy L6 Change and loss L7 Gender stereotypes: Careers and jobs	L1 Experiencing different emotions L5 Developing a growth mindset L6 Healthy diet L7 Looking after our teeth	L2 Communicating online L3 Secrets and surprises L4 Appropriate contact: My private parts L5 Appropriate contact: My private parts are private L8 Staying safe with medicine	L1 Rules beyond school L5 Similar yet different- my local community L7 Giving my opinion	L3 Wants and needs L4 Looking after money
Year 3	Setting ground rules and signposting	L1 Healthy families L2 Friendship conflicts L3 Friendship: conflict vs bullying L5 Learning who to trust L6 Respecting differences in others L7 Stereotyping gender	L1 My healthy diary L3 Health and wellbeing L5 Resilience: breaking down barriers L6: Diet and dental health	L1 First Aid: emergencies and calling for help L4 Cyberbullying L7 Influences L8 Keeping safe out and about	L1 Rights of the child L5 Charity L6 Local democracy	L1 Ways of paying L5 Jobs and careers

	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 4	<u>Setting ground rules and signposting</u>	<u>L1 Respect and manners</u> <u>L2 Healthy friendship</u> <u>L4 Bullying</u> <u>L6 Stereotypes: Disability</u> <u>L8 Change and loss</u>	<u>L1 Looking after our teeth</u> <u>L3 Celebrating mistakes</u> <u>L5 My happiness</u> <u>L6 Emotions</u> <u>L7 Mental health</u>	<u>L1 Internet safety: Age restrictions</u> <u>L2 Share aware</u> <u>L4 Privacy and security</u> <u>L7 Introducing puberty</u> <u>L8 Tobacco</u>	<u>L1 What are human rights?</u> <u>L5 Diverse communities</u>	<u>L2 Keeping track of money</u> <u>L4 Influences on career choices</u>
Year 5	<u>Setting rules and signposting</u>	<u>L2 Friendship skills</u> <u>L3 Marriage</u> <u>L4 Respecting myself</u> <u>L5 Family life</u> <u>L6 Bullying</u> <u>L8 Stereotypes: Race and religion</u>	<u>L2 The importance of rest</u> <u>L5 Taking responsibility for my feelings</u> <u>L6 Healthy meals</u> <u>L7 Sun safety</u>	<u>L1 Online friendships</u> <u>L2 Staying safe online</u> <u>L3 Puberty</u> <u>L4 Menstruation</u> <u>L6 First Aid: Bleeding</u> <u>L7 Alcohol, drugs and tobacco: Making decisions</u>	<u>L1: Breaking the law</u> <u>L6 Parliament</u>	<u>L3 Risks with money</u>
Year 6	<u>Setting ground rules for RSE and PSHE</u>	<u>L1 Respect</u> <u>L2 Respectful relationships</u> <u>L4 Challenging stereotypes</u> <u>L5 Resolving conflict</u> <u>L6 Change and loss</u>	<u>L3 Taking responsibility for my health</u> <u>L4 The impact of technology on health</u> <u>L5 Resilience toolkit</u> <u>L6: Immunisation</u> <u>L8 Physical Health concerns</u>	<u>L1 Alcohol</u> <u>L3 Social media</u> <u>L4 Physical and emotional changes of puberty</u> <u>L8 First Aid: Basic life support</u>	<u>L1 Human rights</u> <u>L4 Prejudice and discrimination</u> <u>L6 National democracy</u>	<u>L4 What jobs are available</u> <div>Identity</div> <u>L2 Identity and body image</u>

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

Date	Update
26.07.22	Identity lesson number change to reflect website content.
19.08.22	Name change to Y3 lesson p.9
09.02.23	Updated to include 18 EYFS: Reception lessons.