



PSHE and RSE subject at a glance

At Hearmoor School, we follow the Kapow Primary PSHE and RSE programme. This scheme of work was created by RSE and PSHE specialists and provides full coverage of the [National curriculum guidance](#). It also supports the [PSHE Association's Programme of study](#) and includes content mapped to the [Education for a Connected World framework](#).

Through this scheme of work, pupils will learn about:

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

What is PSHE & RSE?

PSHE stands for Personal, Social, Health and Economic Education. RSE stands for Relationships and Sex Education. The Kapow Primary [RSE & PSHE](#) scheme covers the full breadth of learning pupils need to stay healthy, safe and prepared for life. This includes:

- Personal.
- Social.
- Health.
- Economic.
- Relationships.
- Citizenship.

Relationships and health education statutory guidance

The new RSE & PSHE scheme has been fully rewritten to meet the 2025 [Relationships and sex education \(RSE\) and health education statutory guidance](#), which schools must follow from September 2026. This is not just an update to the previous scheme but a thorough redevelopment to ensure every element meets the expectations set out in the new guidance.

As we follow the Kapow programme, Hearmoor School will be ready and prepared to teach the new requirements by September 2026.

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.]

As we follow the condensed version of the Kapow curriculum, we only cover the statutory guidance.

Citizenship

Citizenship education is currently non-statutory in primary schools, although there is a recommended [Programme of study](#) that schools can choose to implement.

However, the recent [Curriculum and assessment review final report](#) recommends that citizenship should be added to the National curriculum in the next iteration due in 2028. The Government have accepted the recommendation.

Kapow Primary's RSE & PSHE curriculum already includes citizenship lessons (including financial literacy) and will be updated to meet the new guidance released in 2027.

Broad and balanced curriculum

Strands and key areas

The scheme is organised into strands and key areas to ensure a broad and balanced curriculum. Key areas group learning into meaningful themes and ensure that all statutory content is covered. The strands run through the entire curriculum, demonstrating how pupils develop lifelong skills in managing themselves, regulating their emotions, building positive relationships and thinking critically. Together, the strands and key areas help pupils revisit important ideas over time, building their confidence and understanding in a structured way. Some key areas are revisited each year, while others are revisited less frequently. The strands show how pupils' personal and social skills develop over time. They run through every key area, helping pupils learn to regulate their emotions, manage themselves, build positive relationships and think critically. This allows them to make thoughtful, informed choices as they grow.

- Self-regulation
- Learning to recognise and manage pupils' emotions, thoughts and behaviour so they can respond calmly and make considered choices.
- Managing self
- Learning to take increasing responsibility for pupils' own behaviour, routines and decisions to support their wellbeing and independence.
- Building relationships
- Learning how to form positive, respectful relationships by communicating kindly, understanding others and setting healthy boundaries.
- Critical thinking
- Learning to ask questions, consider different viewpoints and make informed, thoughtful decisions in a world where information is not always reliable.

Spiral curriculum

Kapow Primary's RSE & PSHE curriculum has been designed as a [spiral curriculum](#) with the following key principles in mind:

- Cyclical – pupils revisit RSE & PSHE knowledge and skills across the key areas throughout their time in primary school.
- Increasing depth – each time a theme within a key area is revisited, it is explored with greater maturity and complexity.
- Prior knowledge – pupils build on what they have already learned, making connections rather than starting again.

Types of knowing

Substantive knowledge refers to the core facts, concepts and statutory content that pupils are expected to know and understand. In RSE & PSHE, this is organised through key areas and includes:

- How families and friendships function and what respectful relationships entail.
- The physical and emotional changes that occur during puberty.
- Strategies for maintaining good mental and physical health, including sleep, diet, exercise and managing emotions.
- Safety knowledge, including first aid, online safety and the risks associated with substances.
- The rights of children and the responsibilities of citizens.

Personal knowledge refers to pupils' growing awareness of themselves, their feelings, values and identities. It develops as pupils learn to recognise and name emotions, understand and respect personal boundaries and reflect on how experiences and relationships shape who they are.

In RSE & PSHE, **disciplinary knowledge** does not refer to a single subject discipline in the way it does in other subjects. Instead, it reflects how pupils learn to understand where guidance about health, wellbeing, relationships and safety comes from and how to judge its reliability. Through Kapow Primary, disciplinary knowledge in RSE & PSHE is understood as learning to question information, recognise evidence-based advice and distinguish fact from opinion. This is developed primarily through the critical thinking strand, which supports pupils to make informed and responsible decisions.

Wider knowledge and skills

- **Digital literacy** is embedded throughout the scheme. Pupils learn how to use technology safely and responsibly, make informed choices online and understand how their digital behaviour affects themselves and others. As we also use Kapow Primary's [Computing](#) curriculum, the scheme supports coverage of the expectations in [Education for a connected world](#) and aligns with the [Teaching online safety in schools](#) guidance. While technical skills are taught elsewhere, RSE & PSHE supports pupils to develop the judgement, awareness and respectful behaviour they need to navigate online spaces with confidence.
- Kapow Primary's RSE & PSHE curriculum gives pupils regular opportunities to develop their **oracy** skills. Pupils discuss scenarios, share ideas and explain their thinking using key vocabulary. They role-play situations such as asking for help or being assertive and are encouraged to consider how tone of voice, volume and body language support their message. Pupils ask and answer questions, express their opinions in a respectful and thoughtful way and collaborate in pairs or groups. They also practise summarising key information, helping them communicate clearly and confidently in a range of personal and social contexts.
- Through the Citizenship key area, pupils explore **environmental awareness** as part of their rights and responsibilities within the wider community. Lessons highlight how caring for the planet is connected to caring for others, encouraging empathy, activism and a shared sense of global citizenship. Across Kapow Primary, sustainability is also supported through the [Sustainability: Progression of knowledge and skills](#) document. This framework ensures that learning on sustainability and climate change is progressive, purposeful and integrated across subjects. As a result, pupils develop a clear understanding of their role in protecting the world around them.
- **Critical thinking** is a key strand of the RSE & PSHE curriculum. Through discussion, questioning and exploring scenarios, pupils consider different viewpoints, recognise fairness, spot pressure and judge whether something feels right or safe. This enhances their understanding that health, safety and wellbeing guidance is based on evidence, expertise and law.
- Pupils develop **media and information literacy** by questioning packaging claims in My healthy self units, thinking carefully about people's intentions when they offer gifts or attention and learning to understand medical information.

Personal development in PSHE and RSE

SMSC

RSE & PSHE gives pupils regular opportunities to explore different perspectives, reflect on ethical and emotional issues and think about what is right and fair. Pupils collaborate with others, build positive relationships and learn to value and respect people from different backgrounds, families and cultures. It is important to note that SMSC development does not occur solely through RSE & PSHE but is woven throughout the entire curriculum and the wider life of the school. Kapow Primary supports this whole-school approach by mapping where SMSC opportunities appear across all covered subjects. As a school, we deliver our Religious Education and Worldviews curriculum through the use of NATRE's Primary Resources, which means we are aligned with the coverage outlined in the Cornwall Agreed Syllabus (2025 – 2030). The combination of both the NATRE resources and the Kapow scheme means that we are able to offer a robust and consistent SMSC coverage to our pupils.

British values

The scheme promotes and explicitly teaches the British values of: Individual liberty, Mutual respect, Democracy, The rule of law and Tolerance of those with different faiths or beliefs.

Pupils learn to listen to and respect differing opinions, understand why rules and laws keep people safe, recognise their rights and responsibilities and value the beliefs and lifestyles of others. Lessons encourage debate, fairness and an understanding of how communities function, helping pupils develop into thoughtful, respectful and active citizens.

It is important to note that British values should not be taught solely through RSE & PSHE. They should be embedded throughout the entire curriculum and reflected in the school's ethos and culture. Kapow Primary supports this wider approach by showing where British values are promoted in the cross-curricular section of each lesson plan and across all covered subjects.

Cultural capital

Heamoor School builds cultural capital by giving pupils experiences and knowledge they may not otherwise encounter, helping to prepare them for life beyond school. RSE & PSHE (again, alongside our RE provision) contributes to pupils' cultural capital by giving them the essential knowledge and skills they need to participate confidently in society. Pupils learn about different families and communities, how democratic and social structures function and how to communicate and interact respectfully with others. They develop the vocabulary and social understanding needed to navigate relationships, make informed choices and engage with the wider world.

EYFS and Reception

Continuity of learning

The scheme supports a smooth transition from EYFS into KS1 by building on how young children learn in Reception. EYFS lessons use open prompts, stories and guided conversation to help pupils name feelings, talk about their experiences and begin to understand how others might feel. Teachers observe pupils' responses to assess understanding, noticing whether pupils can recognise emotions, explain their thinking or relate situations to their own lives. This approach reflects the EYFS characteristics of effective learning, which emphasise active engagement, exploration and early critical thinking. As pupils move into KS1, the scheme introduces more structured discussion, reflection and simple decision-making, helping pupils draw on these early habits of learning while gradually adapting to more formal approaches.

Building on early experiences

The scheme ensures that early social and emotional learning forms the foundation for later RSE & PSHE. During EYFS (Reception), pupils begin to develop the core dispositions within the three strands of personal, social and emotional development: self-regulation, managing self and building relationships. These strands continue through KS1 and KS2, helping pupils revisit ideas with increasing maturity and independence. This structured progression supports pupils as they move towards more complex decision-making, stronger relationship skills and greater personal responsibility.

Inclusion and diversity

Kapow Primary's RSE & PSHE scheme has been designed to reflect the diversity of modern society, ensuring all pupils feel respected and represented. Lessons include scenarios featuring a wide range of characters and perspectives, allowing pupils to encounter different cultures, family structures, household situations, neurotypes and economic backgrounds. This approach helps pupils recognise that everyone's circumstances are different and encourages them to treat others with understanding and respect.

Across the scheme, care has been taken to avoid stereotypes and ensure that resources portray people and communities in a respectful and accurate manner. When distancing techniques are used, pupils follow a consistent set of diverse characters who grow older alongside them, helping pupils develop familiarity and empathy as they explore situations together.

In developing the RSE & PSHE scheme, Kapow Primary's RSE specialists worked with a range of consultants to ensure authentic and respectful representation. This included input from inclusion and diversity consultants, historians and school leaders, who advised on how different identities, backgrounds and experiences are portrayed. Their guidance especially helped shape the Kapow characters to reflect our society in thoughtful, age-appropriate ways, while avoiding stereotypes and supporting pupils to build understanding, empathy and respect for all.

Assessment

Formative assessment is embedded throughout Kapow Primary's RSE & PSHE lessons to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

- Questioning – lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.
- Observation – teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply geographical skills.
- Discussion and peer interaction – pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.
- Lesson pauses – plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.
- Retrieval practice – recap activities such as short recall tasks and oral explanations are embedded to reinforce prior knowledge and assess retention.
- Use of success criteria – success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.
- Short reflections in the Wrapping up – lessons conclude with brief written or verbal reflections, enabling pupils to consolidate their learning and teachers to gauge understanding.

Summative: Each unit includes a knowledge catcher that can be used at the start of the unit and revisited at the end to check pupils' progress over time. This allows pupils to show what they already know before learning begins and to demonstrate how their knowledge and understanding have developed by the end of the unit. RSE & PSHE is distinct from many other subjects in that pupils start with different levels of prior knowledge and life experience. Accordingly, assessment is primarily ipsative: focusing on where each pupil is starting from and the progress they make over a period of learning, rather than comparison with others.

Evidencing outcomes

Much of pupils' learning in RSE & PSHE is not captured through written outcomes. Instead, progress is often evident through pupil talk, class discussions, role play and the way pupils apply learning in everyday situations across school life. This may include how pupils communicate with others, manage emotions, resolve conflict or make safer choices.

Whole-school development

Kapow Primary's RSE & PSHE scheme supports whole-school development by providing a clear, consistent and well-sequenced approach to a subject that is central to safeguarding and personal development.