



All Saints' CofE Primary School

PSHE & RSE Curriculum Overview 2026–27

Kapow Primary • Nursery to Year 6 • aligned to the revised statutory RSHE guidance for September 2026

Curriculum approach

From September 2026, All Saints' uses Kapow Primary as its core RSE & PSHE scheme from Reception to Year 6. The revised Years 1–6 scheme has been redeveloped to meet the 2025 Relationships, Sex and Health Education statutory guidance, which schools must follow from September 2026. Learning is taught weekly and revisited progressively through the key areas of My healthy self, Connecting with others, The online world, Staying safe, Health protection and Growing up. Citizenship is non-statutory but supports wider personal development.

Nursery note: Kapow's published RSE & PSHE scheme begins in Reception. Nursery therefore follows an EYFS PSED foundation, informed by the same themes and language, through continuous provision, stories, routines, circle time and responsive teaching. This is shown below as school-designed EYFS provision rather than as named Kapow Nursery units.

Year 6 note: Kapow provides optional Year 6 Sex education and Further first aid units. Primary Sex education is non-statutory; the school's final delivery choice should match its published RSE policy and parent consultation.

Whole-school long-term overview

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	EYFS PSED foundation Feelings & belonging Naming feelings; settling in; trusted adults; class routines.	EYFS PSED foundation Relationships Family, special people, sharing, kindness, similarities and differences.	EYFS PSED foundation Managing self Rules, independence, trying new things, resilience and asking for help.	EYFS PSED foundation Listening & self-regulation Taking turns, following instructions, calming strategies and cooperation.	EYFS PSED foundation Friendships Playing together, being a good friend, teamwork, resolving simple conflicts.	EYFS PSED foundation Health & wellbeing Hygiene, healthy food, movement, rest, road/pedestrian awareness and transition.
Reception	Self-regulation: My feelings Recognising, describing and managing feelings; coping strategies.	Building relationships: Special relationships Family, special people, sharing, uniqueness, interests and differences.	Managing self: Taking on challenges Rules, perseverance, teamwork, grounding and confidence.	Self-regulation: Listening and following instructions Focused listening, turn-taking, following directions and cooperation.	Building relationships: My family and friends Festivals, sharing, friendship, teamwork and celebrating relationships.	Managing self: My wellbeing Exercise, relaxation, self-care, pedestrian safety and healthy eating.
Year 1	My healthy self How can we look after our emotions? Recognising emotions, body clues, changing feelings and trusted adults.	Connecting with others How can I help myself and others feel happy and safe? Special qualities, families, friendship, kindness and respectful behaviour.	The online world How do we spend time online? Healthy use of technology, online experiences and safe choices.	Citizenship How can I help others and the environment? Community, responsibility, caring for others and the world.	Health protection How can I protect myself and others in daily life? Healthy routines, hygiene, illness prevention and getting help.	Staying safe How can I stay safe? Recognising risk, personal safety, boundaries and trusted adults.



All Saints' CofE Primary School

PSHE & RSE Curriculum Overview 2026–27

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	My healthy self How can we look after our bodies? Healthy choices, movement, rest and looking after physical wellbeing.	Connecting with others How can I build safe, kind and caring relationships with others? Friendship, kindness, respect, disagreements and support.	The online world How can we stay safe online? Online safety, trust, appropriate behaviour and asking for help.	Citizenship How do people belong to a community and earn money? Belonging, jobs, work, money and community roles.	Growing up How can we look after and respect our bodies as we grow? Growing and changing, body boundaries, body vocabulary, privacy and trusted adults.	Staying safe How can I make safe choices in different places? Risk, safe choices, unfamiliar situations and seeking help.
Year 3	My healthy self How can I take care of my mind and body? Emotions, mind-body connection, sleep, strong feelings and emotional support.	Connecting with others What helps us feel safe and included? Self-respect, personal boundaries, families, inclusion and belonging.	The online world How should we communicate online? Respectful communication, personal information and responsible online choices.	Citizenship What rights and responsibilities do we have? Rules, rights, responsibilities, fairness and contributing to communities.	Health protection How can we prevent illness and injury and respond if they happen? Prevention, health protection, injury and appropriate responses.	Citizenship What careers do people choose and why? Jobs, strengths, interests, aspirations and challenging stereotypes.
Year 4	My healthy self How can I make healthy choices? Exercise, nutrition, hydration and links between physical and mental wellbeing.	Connecting with others How can we respect each other? Respectful behaviour, expectations, boundaries and responding to disrespect.	The online world How can we decide what to trust online? Searching, sharing, reliability, presentation of information and critical thinking.	Citizenship How can I spend money responsibly? Spending, saving, needs and wants, choices and financial responsibility.	Growing up How will my body and emotions change as I grow up? Body boundaries, introduction to puberty, physical/emotional change and periods.	Staying safe What signs help me recognise what is safe or unsafe? Warning signs, uncomfortable situations, emergency help and personal safety.
Year 5	My healthy self How can I support my mind and body as I grow? Nutrition, physical activity, self-regulation and healthy everyday choices.	Connecting with others Why are healthy relationships important? Positive relationships, respect, boundaries, communication and support.	The online world How am I influenced by what I see online? Online influence, content, decision-making and critical thinking.	Citizenship How can we make a difference in our communities and beyond? Community action, responsibility, fairness and positive contribution.	Growing up How can I manage the changes to my body and emotions as I grow up? Puberty, hygiene, emotions, periods, kindness and personal boundaries.	Citizenship How can we be in control of our money? Financial choices, planning, managing money and responsible decision-making.
Year 6	My healthy self How do my choices today shape my future health? Long-term health choices, mindset, behaviour, dental health and self-care.	Connecting with others What does it mean to stand up for myself and others? Self-respect, resilience, goals, respectful behaviour and speaking up.	The online world How do I feel about the things I see online? Online content, emotional impact, critical judgement and seeking support.	Citizenship How can we protect everyone's rights? Rights, equality, responsibility, fairness and active citizenship.	Staying safe How can I stay safe as I grow up? Recognising risk, increasing independence, boundaries, pressure and help-seeking.	Optional Kapow unit(s) Sex education: How do people become parents and carers? OR/and Further first aid Delivery to reflect school policy and parent consultation.



All Saints' CofE Primary School

PSHE & RSE Curriculum Overview 2026–27

Implementation and statutory notes

- RSE & PSHE should be taught weekly. Kapow recommends approximately 45 minutes per week so that pupils have sufficient time to revisit and deepen learning.
- Relationships Education and Health Education are statutory in primary schools. Kapow's statutory core is organised through My healthy self, Connecting with others, The online world, Staying safe, Health protection and Growing up.
- Citizenship is non-statutory but is retained in this overview because it supports pupils' wider personal development, financial literacy, rights, responsibilities and community participation.
- Puberty learning is progressive: Year 2 introduces bodily change and respect for bodies; Year 4 introduces puberty and menstruation; Year 5 develops biological understanding of puberty, including periods and other physical/emotional changes.
- Online safety is taught explicitly within Kapow and should also be reinforced through Computing, safeguarding teaching and day-to-day school life.
- Teachers should establish or revisit agreed ground rules before sensitive RSE & PSHE learning and use Kapow's teacher guidance, adaptive teaching and parent/carer materials where appropriate.
- Assessment should use Kapow's unit assessment/knowledge-catcher materials alongside teacher observation, discussion and pupils' ability to apply learning in age-appropriate contexts.