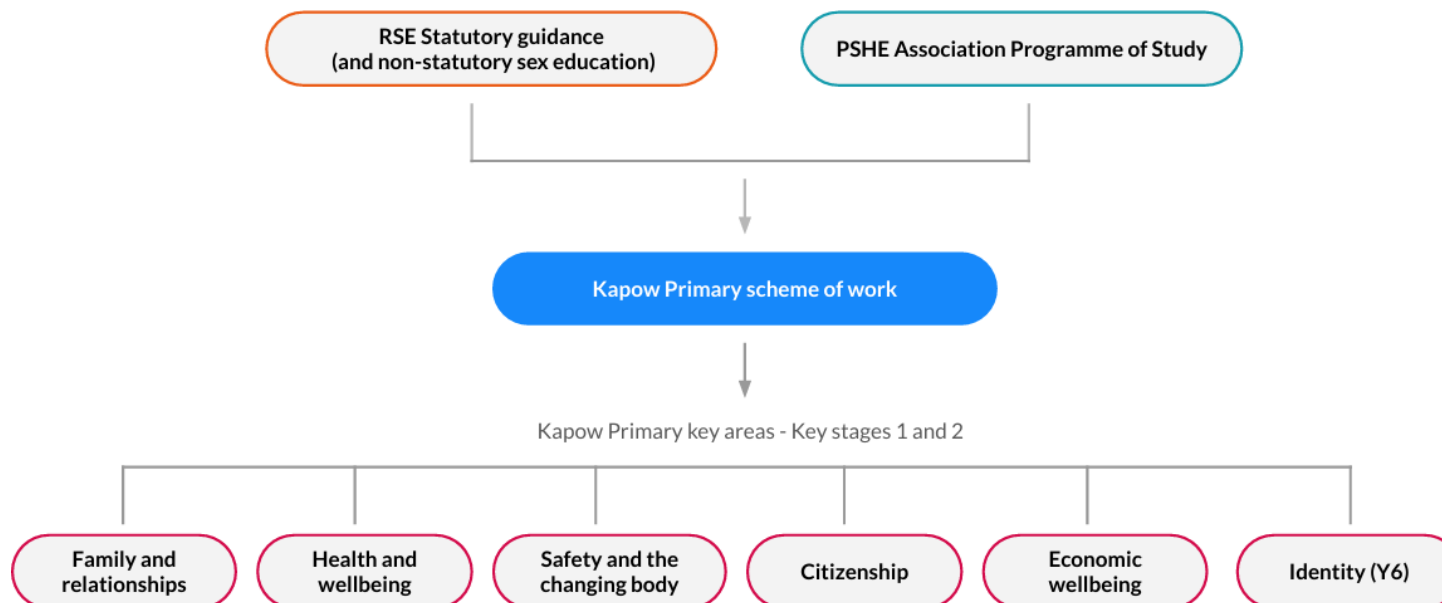


PSHE and RSE at Graveney Primary School

At Graveney Primary School, we follow Kapow's PSHE and RSE scheme of work which has been reviewed and updated to incorporate the statutory guidance and curriculum changes effective from September 2026, ensuring that content remains current, relevant, and compliant with national expectations.

The 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.)

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.



As our school has mixed-age classes, PSHE and RSE are delivered on a two-year rolling programme (Cycle A and Cycle B). This approach ensures full curriculum coverage while avoiding unnecessary repetition of learning, enabling pupils to build on their knowledge, skills, and understanding as they progress through the school.

Detailed below is an outline of the new PSHE and RSE curriculum which will be implemented from September 2026.

CYCLE A

Year group	Term	Topic/Question	Pupils will:
Year 1 and 2	Autumn 1	Connecting with Others: How can I help myself and others feel happy and safe?	• Describe what makes them special. • Notice what makes others special. • Identify how families show love and care. • Name places and people that help them feel safe. • Identify a trusted adult. • Name the qualities of a good friend. • Choose kind, polite ways to solve disagreements. • Explain how speaking kindly and politely can make people feel. • Demonstrate kind and respectful behaviour whilst working in a group.
	Autumn 2	The Online World: How do we spend time online?	• Recognise different ways they go online in everyday life. • Understand that many online activities can also be done in person and that being online can sometimes distract us from those activities. • Recognise that polite behaviour online is the same as polite behaviour in person. • Explain why it is important to balance screen time with in-person activities. • Recognise when something online is not meant for children and know to stop and tell a trusted adult. • Can explain simple ways to help stay safe online.
	Spring 1	Health Protection: How can I protect myself and others in daily life?	• Describe germs as tiny living things that can spread between people and surfaces and cause illness. • Accurately demonstrate the correct handwashing routine, ensuring all parts of the hands are cleaned. • Choose suitable clothing for different weather conditions. • Describe how to stay safe in hot weather.

			• Name a range of health workers and explain ways they help prevent illness. • Describe signs they may be unwell using simple words and/or actions, identifying where on their body something feels wrong. • Recognise that telling an adult helps keep them safe and healthy, giving key information about their discomfort. • Identifying which injuries need to be reported to an adult immediately. • Recognise when an injury or illness is an emergency. • Knowing that 999 should be called in a medical emergency.
	Spring 2	Staying Safe: How can I stay safe?	• Identify common items in the home that are safe and unsafe for children and explain simply how they could cause harm. • Name things that are safe or unsafe to put in or on their body. • Describe and use simple safety rules in familiar places such as the home and school. • Recognise some basic body clues or warning signs that might show they feel worried, unsafe or uncomfortable. • Describe how to stay safe near roads. • Follow the steps 'Stop, Look, Listen, Think' to explain how to cross a road safely with a trusted adult. • Name some trusted adults at home and at school and say who they could go to for help in different places. • Use simple, clear phrases to ask a trusted adult for help.
	Summer 1	Connecting with Others: How can I build safe, kind and caring relationships with others?	• Identify similarities and differences between themselves and others. • Recognise that everyone has unique qualities which make them special. • Explain why kindness towards people who are different is important. • Comment or answer questions about families with respect for others. • Ask for help with a falling-out if they need it. • Say when something feels okay or not okay. • Know it is never their fault if they feel unsafe. • Identify and name trusted adults at home and at school. • Use clear phrases to ask for help when something feels wrong or not okay.

			• Recognise when they or someone else is being bullied.
	Summer 2	The Online World: How can we stay safe online?	• Give examples of things people do online. • Say what sharing online means. • Recognise that many people might see something shared online. • Understand that private information should not be shared online. • Recognise when someone has shared private information online. • Say what to do if private information is shared online. • Recognise that not everything seen online is real or shows the whole story. • Recognise when something online might make them feel worried, uncomfortable or unsure. • Recall simple rules to help them stay safe online.

Year group	Term	Topic/Question	Pupils will:
Year 3 and 4	Autumn 1	Connecting with Others: What helps us feel safe and included?	• Recognise what self-respect is. • Value their own strengths, skills and achievements. • Build confidence by trying new things, learning from mistakes and challenging negative self-talk. • Identify and communicate personal boundaries clearly. • Treat others with kindness, fairness and respect. • Recognise the qualities of good friendships and ways to support friends. • Learn to manage minor conflicts respectfully through negotiation, compromise, and apology. • Understand different ways families spend time together and support each other. • Identify different types of bullying and their effects on wellbeing.
	Autumn 2	The Online World: How should we communicate online?	• Identify what the internet can be used for. • Identify the benefits and challenges of online and in-person communication. • Communicate respectfully and appropriately in an online environment. • Recognise that disrespectful online communication can have a negative impact on others. • Identify some types of online bullying behaviour. • Choose whether to accept a friend request in an online game. • Recognise that some online features are not suitable for all ages. • Role-play how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.
	Spring 1	Citizenship: What careers do people choose and why?	• Explore careers, aspirations and equality by learning about different jobs. • Understand why people choose jobs and how careers can change over time. • Consider how interests, strengths and pay can influence career choices • Recognise and challenge gender stereotypes in the workplace.
	Spring 2	Staying Safe: What signs help me recognise	• Identify warning signs that something is unsafe in a range of everyday situations (personal, online, road, water, home), including signs you can see (e.g. road signs, "deep

		what is safe or unsafe?	water" notices, hazard symbols) and signs you can feel (e.g. uncomfortable feelings, pressure from others, unsafe online behaviour). • Demonstrate strategies to get help in or leave uncomfortable or unsafe situations. • Explain how recognising hazards and planning ahead can prevent accidents. • Choose safe places to cross roads and explain why (considering traffic, speed and visibility). • Explain key reasons why water can be dangerous, even for confident swimmers (e.g. because of depth, currents and cold temperatures). • Distinguish between helpful and harmful medicines and explain how to use medicine safely.
	Summer 1	Connecting with Others: How can we respect each other?	• Recognise how their words, tone and behaviour show respect in different places and situations. • Use positive self-talk to stay calm, build confidence and manage frustration. • Explain what trust looks like in friendships and how to strengthen or repair it when problems arise. • Set and respect personal boundaries and respond assertively when something feels unfair or unsafe. • Practise resolving disagreements fairly, including through compromise. • Understand what a bystander is and describe safe, appropriate ways to act if they witness or experience bullying. • Learn what stereotypes are and how they can be unfair.
	Summer 2	The Online World: How can we decide what to trust online?	• Identify the benefits and challenges of using the internet. • Identify age restriction symbols and why they exist. • Develop an understanding that some online information may be misleading. • Give examples of what can happen if people share misleading information. • Investigate features that can help check if online information is reliable. • Compare information from different online sources. • Use more than one source to decide whether online information is reliable. • Explain why checking multiple sources helps us know if something is true.

Year group	Term	Topic/Question	Pupils will:
Year 5 and 6	Autumn 1	Connecting with Others: Why are healthy relationships important?	- Identify a range of influences that shape identity, such as family, culture, beliefs and personal interests. - Link aspects of identity to their own behaviour or choices. - Describe what commitment means and give examples of how it can be shown within families in different ways, including legal commitments such as marriage or civil partnerships. - Describe ways their own and others' families support and protect each other and suggest what someone can do if they, or someone they know, feels unsupported and needs help. - Describe why healthy friendships matter for wellbeing. - Suggest practical ways to start, maintain and repair friendships and recommend positive ways to handle friendship challenges. - Select and apply appropriate self-regulation techniques to stay calm and in control during disagreements. - Understand what it means to be assertive and the importance of balancing your own needs and wants against being polite and respectful.
	Autumn 2	The Online World: How am I influenced by what I see online?	- Understand that much online content is designed to influence people. - Identify how online content can influence people (such as through adverts, videos, trends and opinions (presented as fact). - Explain that influence can affect what people buy, watch or believe and is not always obvious. - Recognise the difference between fact and opinion. - Explain that some people try to influence or mislead people on purpose, for example, to get money, attention or reactions. - Evaluate online content and assess whether it is reliable and true. - Report content to an adult or online if you think it is deliberately misleading (or makes them feel uncomfortable).

	Spring 1	Citizenship: How can we be in control of our money?	• Explore money management by learning how needs and wants can influence spending decisions and financial choices. • Develop budgeting skills, investigate borrowing and interest. • Identify ways to manage money safely, including recognising the risks associated with online spending and gambling.
	Spring 2	Connecting with Others: What does it mean to stand up for myself and others?	• Explain how values guide behaviour choices. • Set a personal growth goal and list at least two clear first steps. • Identify behaviours that should change in disrespectful situations and name a specific respectful alternative for each. • Apply respectful behaviours in school, in public places, and online during activities. • Describe what a personal boundary is and how it can change. • Explain how crossing someone's boundary, even as a joke, can harm trust. • Apply consent language to model an appropriate response when a boundary is crossed. • Identify stereotypes or discrimination accurately within the given scenarios. • Choose and justify a safe response to bullying in person and online, including what they would say or do. • Name trusted adults in and out of school and describe what they would tell them when asking for help.
	Summer 1	Online World: How do I feel about the things I see online?	• Understand how online platforms keep users engaged. • Recognise why online gaming can be risky. • Analyse how online content can influence how people think and feel. • Recognise and respond to harmful online behaviour. • Recognise that what we post online can affect ourselves and others. • Explain ways to positively respond to online experiences.
	Summer 2	Staying Safe: How can I stay safe as I grow up?	• Identify hazards and explain the risks they may create in a range of situations at home and outside. • Explain how factors such as being alone, distracted or without supervision can increase risk. • Describe appropriate actions to take in response to accidents, emergencies and unsafe situations, including when and how to seek help. • Explain how to make safe choices when travelling independently, including near railways.

			• Apply the water safety code to identify safer choices in different water environments. • Explain how changing circumstances or new information can affect risk and influence decision-making. • Identify when peer pressure is happening and suggest safe and appropriate ways to respond. • Explain the risks and consequences of drug misuse and suggest strategies to respond to pressure involving drugs.
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CYCLE B

Year group	Term	Topic/Question	Pupils will:
Year 1 and 2	Autumn 1	My Healthy Self: How can we look after our emotions?	- Name the six basic emotions and recognise them using face and body clues. - Explain that people can feel different emotions in the same situation and give simple reasons why. - Describe emotions as comfortable or uncomfortable. - Describe how feelings can change and vary in strength, for example, 'a little bit' or 'a lot.' - Identify what makes them feel calm, relaxed or excited. - Explain why rest and enjoyable activities are important for wellbeing. - Identify what might make themselves and others feel worried, annoyed or upset and suggest ways to feel better. - Say how they feel and identify trusted adults who can help when feelings feel difficult.
	Autumn 2	Citizenship: How can I help others and the environment?	- Learn how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. - Investigate how rules help communities stay safe, happy and fair. - Consider how they can make a positive contribution to the world around them.
	Spring 1	Citizenship: How do people belong to a community and earn money?	- Explore communities, belonging and money through learning about the different groups people are part of and how decisions can be made fairly. - Reflect on similarities and differences within their community. - Use simple voting to consider different viewpoints. - Develop an understanding of where money comes from and how it is earned.
	Spring 2	My Healthy Self: How can we look after our bodies?	- Name a variety of ways that they can move their bodies and describe how moving their body makes them feel healthy, strong and happy. - Identify some things that help them have a good night's sleep. - Explain why sleep is important and describe how they feel depending on how well they have slept.

			• Name and describe a range of fruits and vegetables. • Sort foods into simple groups and explain that fruits and vegetables are a healthy choice. • Identify which foods and drinks should be enjoyed often and which should be enjoyed only sometimes. • Explain in simple terms why water and healthy foods help the body. • Explain why teeth should be brushed twice a day and demonstrate correct brushing technique. • Create a visual timetable that includes a variety of healthy habits from across the unit and explain how these habits help to keep the body and mind healthy.
Summer 1	Growing Up: How can we look after and respect our bodies as we grow?	• Identify physical changes in people as they grow. • Recognise that changes to the body are a normal part of growing up. • Give examples of things children can do that they could not do as babies or toddlers. • Explain what personal body boundaries are. • Use simple language to say if they feel uncomfortable or want to say no. • Use the correct names for body parts. • Describe what to do if someone tries to touch a private body part without permission. • Recognise situations where privacy should be respected. • Explain ways to respect other people's bodies and personal belongings. • Identify a trusted adult they could talk to if they feel worried about privacy or boundaries.	
Summer 2	Staying Safe: How can I make safe choices in different places?	• Give reasons why their body is special. • Give examples of the PANTS rules. • Recall the stop, do not touch, tell and ask rules. • Identify how dangers could cause harm. • Recall simple safety rules such as stop, look, listen and think for roads; stop and do not touch unfamiliar objects. • Recall the stop, stay, ask rule. • Tell a safe adult their name and who they are looking for. • Identify that water can be dangerous. • Recall simple rules to keep themselves safe around water.	

Year group	Term	Topic/Question	Pupils will:
Year 3 and 4	Autumn 1	My Healthy Self: How can I take care of my mind and body?	- Describe how our minds and bodies are connected. - Describe physical factors that can influence how a person feels. - Explain why sleep is important to maintain good mental and physical health. - Explain that emotions affect actions and decisions. - Describe ways to manage difficult emotions. - Recognise signs that someone needs help. - Identify trusted adults and appropriate actions.
	Autumn 2	Citizenship: What rights and responsibilities do we have?	- Learn about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. - Explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.
	Spring 1	Health Protection: How can we prevent illness and injury and respond if they happen?	Investigate how healthy habits and medicines help prevent illness by exploring hygiene, sun safety, vaccines, basic first aid and how to seek medical help, including calling 999 in an emergency.
	Spring 2	My Healthy Self: How can I make healthy choices?	- Describe the role of different food groups in keeping us healthy. - Explain why eating a variety of foods matters. - Name activities that help them stay active at school and at home. - Explain how being active helps their bodies stay strong and healthy. - Explain the importance of diet and hydration in maintaining energy levels. - Identify behaviours that can positively and negatively affect energy levels. - Describe simple signs of emotional or mental health challenges using familiar vocabulary. - Explain why asking for help is important. - Describe the difference between a fixed and growth mindset.

			• Recognise how helping others can make them feel good.
	Summer 1	Citizenship: How can I spend money wisely?	• Learn about managing money by examining the different ways people pay for goods and services, including cash and cards. • Develop an understanding of budgeting, value for money and financial decision-making, while considering how money can influence people's feelings and choices.
	Summer 2	Growing Up: How will my body and emotions change as I grow up?	• Explain what body boundaries are. • Identify and correctly name some physical changes that happen during puberty. • Use appropriate terminology to talk about puberty changes with confidence and respect. • Recognise that everyone goes through puberty and that changes happen at different times and rates. • Recognise that emotions and feelings change as people grow up, including during puberty. • Explain what a period is using clear, age-appropriate language. • Identify ways periods can be managed, such as using pads or period pants. • Demonstrate respectful and kind language when talking about bodies and physical changes. • Identify one or more trusted adults at home or at school they could talk to.

Year group	Term	Topic/Question	Pupils will:
Year 5 and 6	Autumn 1	My Healthy Self: How can I support my mind and body as I grow?	• Identify nutrients on traffic light food labels. • Compare traffic light food labels to make a healthier choice. • Describe how active they are now and why adults stay active. • Identify light, moderate and vigorous activity. • Explain how physical activity supports the body and mind. • Name a range of more complex feelings. • Describe signs of more complex feelings in the body. • Suggest helpful ways to respond to strong and complex feelings. • Describe ways to look after mental health. • Recognise signs that someone might need support with their mental health. • Name trusted adults and professionals who can help with mental health and explain what they do.
	Autumn 2	Citizenship: How can we make a difference in our communities and beyond?	• Give examples of people who have contributed to their community. • Identify issues they care about. • Describe how community groups can help make a difference. • Describe how the UK government is made of elected people. • Name different parts of the UK government and what they do. • Recognise that taxes help fund government and local spending. • Understand the role of local councillors. • Role-play a local council surgery. • Explain how pressure groups try to persuade the public or the government to make changes. • Describe ways they can influence what happens in Parliament.
	Spring 1	Growing Up: How can I manage changes to my body and emotions as I grow up?	• Explain what puberty is and why it happens. • Describe the physical changes that occur during puberty, using correct scientific vocabulary. • Explain how puberty changes affect hygiene and how good personal care supports health and cleanliness.

			- Describe the range of emotions that may be experienced during puberty and explain why these can change over time. - Identify trusted adults and people they can talk to for support or advice. - Describe what a period is, why it happens and how it can be managed, including naming different products. - Explain how unkind behaviour or comments about physical and emotional changes can affect others and suggest ways to show kindness and respect. Describe what personal boundaries are, explain why they are important, recognise when they may be crossed and suggest kind and assertive responses.
	Spring 2	My Healthy Self: How do my choices today shape my future health?	- Describe how brushing, flossing and limiting sugar over time can protect teeth. - Interpret traffic light food labels and select healthier swaps for a balanced diet - Explain how past experiences can influence strong and complex feelings. - Choose helpful ways to regulate strong feelings. - Explain the difference between a growth mindset and a fixed mindset. - Suggest positive ways to respond to challenges and setbacks. Explain how unkind behaviour, including bullying, can affect self-esteem and how to support others.
	Summer 1	Citizenship: How can we protect everyone's rights?	- Explore human rights, laws and how the legal system helps uphold fairness in society. - Consider the consequences of breaking laws. - Examine prejudice and discrimination. Identify ways to challenge stereotypes to promote equality and inclusion.
	Summer 2	Sex Education: How do people become parents and carers?	- Use scientific vocabulary to describe private body parts and explain why this is important. - Ask questions safely and respectfully. - Explain conception and name the body parts involved. - Order the stages of pregnancy and describe how a foetus develops. - Recall different ways babies can be born. - Explain how families are formed. - Describe babies' needs and how caring for a baby affects daily life. - Explain what consent means and recognise when it is or is not given.

			Recall the legal age of consent in the UK.
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