

RSE & PSHE

Long-Term Plan and Statutory Coverage

Two-year mixed-age curriculum | 2025-2027

Robins

EYFS / Years 1-2

Wrens

Years 3-4

Owls

Years 5-6

Kapow Primary adapted for Cavendish

Create a pure heart in me. Psalm 51:10

Curriculum Intent and Implementation

A coherent, inclusive and age-appropriate programme for personal development

Our intent

At Cavendish, RSE and PSHE equip pupils with the knowledge, vocabulary and confidence they need to form healthy relationships, keep themselves safe, care for their physical and mental wellbeing, participate responsibly in their community and prepare for life beyond primary school. The curriculum reflects our Christian vision and our commitment that every child is known, valued and belongs.

How the curriculum is organised

- Kapow Primary provides the core sequence, adapted into a two-year rolling programme for mixed-age classes.
- EYFS follows the Personal, Social and Emotional Development area of the EYFS framework through a consistent annual sequence.
- Key Stage 1 and Key Stage 2 revisit relationships, health and wellbeing, safety and the changing body, citizenship, economic wellbeing and online safety with increasing depth.
- Sensitive content is taught using clear ground rules, correct vocabulary, anonymous questions and appropriate grouping.
- Learning is reinforced through collective worship, myHappymind, safeguarding teaching, computing, science, PE, Picture News, pupil leadership and everyday school life.

Cavendish teaching expectations

Expectation	What this looks like
Retrieval	Begin with a brief recap of prior learning and agreed ground rules.
Explain and model	Use accurate, age-appropriate language and model respectful discussion.
Talk and reflect	Use scenarios, paired talk, role play and structured discussion so pupils can rehearse safe choices.
Apply	Give pupils practical opportunities to identify trusted adults, seek help, make decisions and explain their reasoning.
Assess	Use discussion, exit questions, scenario responses and pupil reflection; never assess through personal disclosure.

Statutory and Wider Curriculum Coverage

How the programme meets Relationships Education, Health Education and wider PSHE expectations

Statutory / curriculum area	Where it is secured in this plan
Families and people who care for me	Family, special relationships, healthy families, different families, care, stable relationships and sources of support.
Caring friendships	Friendship skills, kindness, trust, boundaries, conflict, bullying, bystander responsibility and repairing relationships.
Respectful relationships	Respect, stereotypes, diversity, consent, privacy, manners, discrimination, inclusion and appropriate contact.
Online relationships	Communication online, online influence, age restrictions, cyberbullying, fake content, privacy, reporting and time online.
Being safe	Trusted adults, secrets and surprises, personal boundaries, private parts, emergency help, medicines, road and home safety.
Mental wellbeing	Feelings, self-regulation, resilience, relaxation, growth mindset, belonging, identity, body image and seeking help.
Internet safety and harms	Balancing online life, evaluating sources, pressure and influence, safe sharing, reporting and emotional effects.
Physical health and fitness	Exercise, active lifestyles, sleep, sun safety, hygiene, dental health, healthy choices and body changes.
Healthy eating	Balanced diet, food choices, wellbeing and the relationship between nutrition and health.
Drugs, alcohol and tobacco	Safe use of medicines, risks and influences, age-appropriate understanding of harmful substances.
Health and prevention	Personal hygiene, allergies, immunisation, illness prevention, first aid and how to access help.
Changing adolescent body	Puberty, menstruation, emotional changes, personal hygiene and managing change with accurate vocabulary.
Citizenship and economic wellbeing	Rules, democracy, rights, responsibilities, community, environment, careers, money, saving, spending and budgeting.

Primary sex education: The Year 5/6 programme includes age-appropriate teaching about conception, pregnancy and birth. This content must be taught in line with the school policy, following parent consultation and the statutory right to request withdrawal from non-statutory sex education. Science content and Relationships/Health Education remain statutory.

Progression Across the School

What pupils should increasingly know, understand and be able to do

Strand	EYFS	Years 1-2	Years 3-4	Years 5-6
Relationships and belonging	Recognise feelings and form positive relationships.	Build kind, safe friendships and identify trusted adults.	Manage conflict, recognise bullying and respect difference.	Explain features of healthy relationships, consent, boundaries and how to seek support.
Mental health and self-regulation	Name feelings and use simple calming strategies.	Recognise emotions and use routines that support wellbeing.	Use strategies for resilience, mistakes, change and emotional regulation.	Evaluate influences on wellbeing, manage pressure and identify when professional support may be needed.
Keeping safe	Follow rules and identify safe adults.	Know privacy rules, safe/unsafe touch and how to get emergency help.	Assess risk in familiar and online situations; use first aid and reporting routes.	Recognise manipulation, exploitation and unsafe influence; make informed decisions as independence grows.
Physical health and growing up	Manage basic hygiene and healthy choices.	Explain sleep, exercise, hygiene, dental health and body privacy.	Describe puberty changes and ways to manage physical and emotional change.	Understand puberty in greater depth and apply knowledge of health, hygiene, first aid and prevention.
Online life	Use devices with adult support and follow simple safety rules.	Know that online content and contact may be unsafe and tell an adult.	Communicate respectfully, check reliability and understand age restrictions.	Evaluate online influence, privacy, misinformation, body image and the impact of online choices.
Citizenship and money	Take turns, share and care for the immediate environment.	Understand rules, belonging, simple democracy, jobs and needs versus wants.	Explore rights, responsibilities, community roles, careers and spending choices.	Engage with rights, social action, budgeting, financial risk and responsible participation.

Cycle A: 2025-2026

Cavendish whole-school long-term overview

Cycle A 25/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1/2	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can I stay safe online?
Year 3/4	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What careers do people choose and why?	Staying safe: What signs help me recognise what is safe or unsafe?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?
Year 5/6	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we be in control of our money?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about being online?	Staying safe: How can I stay safe as I grow up?

Teaching note: Unit questions are the agreed Cavendish sequence. Teachers should use the corresponding Kapow lesson sequence and resources, adapting examples and scaffolds without omitting the intended knowledge. Introductory ground rules and transition learning should be included each year.

Cycle B: 2026-2027

Cavendish whole-school long-term overview

26/27	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1/2	My healthy self: How can we look after our emotions?	Citizenship: How can I help others and the environment?	Citizenship: How do people belong to a community and earn money?	My healthy self: How can we look after our bodies?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3/4	My healthy self: How can I take care of my mind and body?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	My healthy self: How can I make healthy choices?	Citizenship: How can I spend my money wisely?	Growing up: How will my body and emotions change as I grow up?
Year 5/6	My healthy self: How can I support my mind and body as I grow?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	My healthy self: How do my choices today shape my future wellbeing?	Citizenship: How can we protect everyone's rights?	Sex education: How do people become parents and carers?

Teaching note: Unit questions are the agreed Cavendish sequence. Teachers should use the corresponding Kapow lesson sequence and resources, adapting examples and scaffolds without omitting the intended knowledge. Introductory ground rules and transition learning should be included each year.

Robins: EYFS and Years 1-2

Key implementation and coverage expectations

Curriculum strand	Cavendish units	Core knowledge and statutory focus
EYFS annual sequence	My feelings; Special relationships; Taking on challenges; Listening and following instructions; My family and friends; My wellbeing.	PSED: self-regulation, managing self and building relationships, reinforced through continuous provision and daily routines.
Relationships	Connecting with others; safe, kind and caring relationships; feelings; belonging and community.	Families, friendship, respect, trusted adults, feelings, cooperation, boundaries and asking for help.
Health and safety	Health protection; staying safe; healthy self; growing up.	Hygiene, sleep, exercise, dental health, medicines, road/home safety, private body parts and personal boundaries.
Online safety	Time online; staying safe online.	Safe use, telling a trusted adult, privacy, age-appropriate choices and balancing online/offline life.
Citizenship and money	Helping others and the environment; community and earning money.	Rules, belonging, jobs, needs and wants, caring for others and simple democratic choices.

Assessment and inclusion

- Assess knowledge through discussion, scenarios, sorting, explanation and reflection rather than requiring personal disclosure.
- Pre-teach vocabulary and use visual prompts, social stories, sentence stems and smaller-group rehearsal where helpful.
- Teach protective knowledge explicitly and revisit it for pupils who need additional reinforcement.
- Respond to disclosures in line with the safeguarding policy; do not promise confidentiality.

Wrens: Years 3-4

Key implementation and coverage expectations

Curriculum strand	Cavendish units	Core knowledge and statutory focus
Relationships	Feeling safe and included; respecting each other.	Healthy friendships, bullying and bystanders, boundaries, trust, stereotypes, respect, bereavement and communication.
Mental and physical health	Taking care of mind and body; healthy choices.	Diet, dental health, exercise, sleep, relaxation, resilience, emotions, mental health and seeking support.
Safety and online life	Recognising safe/unsafe; communicating online; deciding what to trust.	Online kindness, cyberbullying, age restrictions, fake content, privacy, first aid, hazards and reporting concerns.
Citizenship and economic wellbeing	Careers; rights and responsibilities; spending wisely.	Community groups, democracy, rights, responsibilities, environmental action, careers, budgeting and value for money.
Growing up	Body and emotional changes.	Puberty, menstruation, personal hygiene, changing emotions, respectful language and trusted sources of help.

Assessment and inclusion

- Assess knowledge through discussion, scenarios, sorting, explanation and reflection rather than requiring personal disclosure.
- Pre-teach vocabulary and use visual prompts, social stories, sentence stems and smaller-group rehearsal where helpful.
- Teach protective knowledge explicitly and revisit it for pupils who need additional reinforcement.
- Respond to disclosures in line with the safeguarding policy; do not promise confidentiality.

Owls: Years 5-6

Key implementation and coverage expectations

Curriculum strand	Cavendish units	Core knowledge and statutory focus
Relationships and identity	Healthy relationships; standing up for self and others.	Consent, boundaries, discrimination, respectful challenge, peer pressure, identity, body image and support networks.
Mental and physical health	Supporting mind and body; future wellbeing.	Mental health, resilience, sleep, exercise, healthy choices, body image, risk and the long-term impact of decisions.
Online safety	Online influence; feelings about being online.	Algorithms and influence, misinformation, privacy, harmful content, online pressure, reporting and digital wellbeing.
Citizenship and money	Control of money; community action; protecting rights.	Budgeting, saving, financial risk, careers, democracy, human rights, social action and environmental responsibility.
Growing up and sex education	Staying safe as I grow; puberty; becoming parents and carers.	Puberty, menstruation, emotional changes, conception, pregnancy and birth, policy requirements and parent consultation.

Assessment and inclusion

- Assess knowledge through discussion, scenarios, sorting, explanation and reflection rather than requiring personal disclosure.
- Pre-teach vocabulary and use visual prompts, social stories, sentence stems and smaller-group rehearsal where helpful.
- Teach protective knowledge explicitly and revisit it for pupils who need additional reinforcement.
- Respond to disclosures in line with the safeguarding policy; do not promise confidentiality.

Whole-School Assurance and Review

Leadership checks for consistent, safe and effective implementation

Leadership check	Expected evidence
Planning	The agreed unit is taught in the correct half term and the Kapow sequence is followed.
Statutory coverage	Relationships and Health Education content is not omitted; science links are coordinated.
Sensitive content	Ground rules, correct vocabulary, safeguarding routes and parent communication are in place.
Progression	Teaching builds on prior learning and increases in depth, independence and maturity.
Inclusion	Adaptations support SEND and vulnerable pupils without reducing protective knowledge.
Evidence	Books, pupil voice, discussion and teacher assessment show what pupils know and can apply.
Wider personal development	Links are visible through myHappymind, collective worship, Picture News, online safety, science, PE and pupil leadership.
Review	The subject lead samples planning and pupil understanding annually and updates policy/resources when required.

Reference framework

This document is based on the Kapow Primary mixed-age RSE & PSHE scheme, the statutory Relationships Education and Health Education guidance, the PSHE Association Programme of Study, the EYFS statutory framework and relevant National Curriculum science requirements. It should be read alongside the Cavendish RSE/PSHE policy, safeguarding policy and online safety arrangements.

Approved Cavendish curriculum sequence - to be followed by all classes