

*RSE & PSHE*



*Kapow  
Primary™*

Statutory guidance  
mapping document

# Introduction

This document shows which lessons give coverage of the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education published by the Department for Education.

The final pages of the document show the Cross-curricular links within our PSHE and RSE scheme of work. The exact National curriculum statements covered can be found on the individual lesson plans. Where links are to a different year group, we have made that clear that the content is from a different year group in brackets.

This document was last updated on 17.01.23. Please check [here](#) for the most up to date version.

\* **NB.** Lesson appears in the condensed curriculum

## Related resources:

Please also see how our RSE & PSHE scheme of work maps to the PSHE Association programme of study with:  
[Mapping to the PSHE Association's Programme of study](#)

**Copyright:** While we encourage you to share this document within your school community, please ensure that it is only uploaded to your school website if it is password protected.

Pupils should know:		Year 1			Year 2			Year 3		
		<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>
that families are important for children growing up because they can give love, security and stability	<b>Families and people who care for me</b>	1*			1					
the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives		1*								
that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them					2*			1*		
that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up					1			1*		
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong					2*					
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed								1*		

\*This lesson also appears in the Condensed Long-term plan

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		<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	
how important friendships are in making us feel happy and secure, and how people choose and make friends	<b>Caring friendships</b>	2*, 4									
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		2*, 3, 4									
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		6			3						
that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right								2*			
how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed					4*			5*			

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the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	<b>Respectful relationships</b>							6*		
practical steps they can take in a range of different contexts to improve or support respectful relationships		3,5*			3			4		
the conventions of courtesy and manners					5*					
the importance of self-respect and how this links to their own happiness			2							
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority										
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help								3*		
what a stereotype is, and how stereotypes can be unfair, negative or destructive					7*			7*, 8		
the importance of permission-seeking and giving in relationships with friends, peers and adults										
*This lesson also appears in the Condensed Long-term plan										

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that people sometimes behave differently online, including by pretending to be someone they are not	<b>Online relationships</b>						2*			
that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous							2*			3
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them										4*
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.										
how information and data is shared and used online										

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what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	<b>Being safe</b>									
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe							3*			
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.				5*			4*			
how to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know				1*, 2*, 3						
how to recognise and report feelings of being unsafe or feeling bad about any adult				2*			5*			
how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.			5*	1*, 2*, 3, 5	4*		2*, 3*	1*, 3*		
how to report concerns or abuse, and the vocabulary and confidence to do so							4*			
where to get advice from e.g. family, school and/or other sources							5*			

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that mental wellbeing is a normal part of daily life, in the same way as physical health.	<b>Mental wellbeing</b>		4			3		2, 4, 5*		
that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.			1*		6*					
how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.			1*		6*	1*				
how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.										
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.						2				
simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests .			4			3		1*, 2		
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.								3		

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that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	<b>Mental wellbeing</b>									4*
where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).									3	
it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible										
that for most people the internet is an integral part of life and has many benefits.	<b>Online safety and harms</b>						1			4*
about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.										
how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.								2*		3

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why social media, some computer games and online gaming, for example, are age restricted.	<b>Internet safety and harms</b>										
that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.										4*	
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.											5
where and how to report concerns and get support with issues online.											4*,5
the characteristics and mental and physical benefits of an active lifestyle.	<b>Physical health and fitness</b>								1*		
the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.						2			1*		
the risks associated with an inactive lifestyle (including obesity).									1*		
how and when to seek support including which adults to speak to in school if they are worried about their health.											

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what constitutes a healthy diet (including understanding calories, and nutritional content).	<b>Healthy eating</b>					6*			6*	
the principles of planning and preparing a range of healthy meals						6*				
the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	<b>Drugs, alcohol and tobacco</b>					6*			6*	
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				6*			8*			6, 7*
how to make a clear and efficient call to emergency services if necessary	<b>Basic first aid</b>			4*						1*, 2
concepts of basic first-aid, for example dealing with common injuries, including head injuries										1*, 2

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how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	<b>Health and prevention</b>									
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer			6*							
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn			3*							
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups to the dentist						7*			6*	
about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing			5*							
the facts and science relating to allergies, immunisation and vaccination	<b>Changing adolescent body</b>		7*							
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.										
about menstrual wellbeing including the key facts about the menstrual cycle.										

# Cross-curricular links - Key stage 1

National curriculum subjects	Kapow Primary topics Key stage 1 - Year 1				
	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>
<b>English</b>	<p><b>Spoken language</b> - Role-playing, collaborative conversations and problem solving together.</p>	<p><b>Reading inference</b> - discussing how characters feel.</p> <p><b>Spoken language</b> - building vocabulary around emotions.</p> <p><b>Writing</b> - creating a book about those who keep us healthy.</p>	<p><b>Spoken language</b> - considering how to communicate with adults, practising conversations, role-playing situations.</p>		<p><b>Spoken language</b>- role playing a visit to a bank, asking relevant questions to a visitor.</p> <p><b>Writing</b> - write a short story about how they got some money.</p>
<b>Maths</b>	<p><b>Statistics</b> (Y2) - Venn diagrams for sorting.</p>				<p><b>Measurement</b> (Money)- recognise the value of different coins and notes.</p>
<b>Science</b>		<p><b>Animals, including humans</b> (Y2) -understanding the importance of rest, exercise and hygiene.</p>	<p><b>Animals, including humans</b> (Y2) - considering what we should and should not put into our bodies.</p>	<p><b>Animals, including humans</b> (Y2) - considering the needs of animals, babies and young children.</p>	
<b>Art and design</b>	<p>Drawing a portrait of family.</p>				
<b>D &amp; T</b>	<p>Building a freestanding tower.</p>				

# Cross-curricular links - Key stage 1

National curriculum subjects	Kapow Primary topics Key stage 1 - Year 2				
	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>
<b>English</b>	<p><b>Reading</b> - considering fictional families and comparing to their own, making inferences about characters' emotions.</p> <p><b>Spoken language</b> - having collaborative conversations to solve problems, knowing when to use manners.</p>		<p><b>Spoken language</b> - Role-playing crossing the road.</p>	<p><b>Writing</b> - Writing a thank you letter, writing a brief description of a job, designing an information leaflet.</p> <p><b>Spoken language</b> - giving a speech.</p>	
<b>Maths</b>					<p><b>Measurement</b> - Recognising the value of different coins and notes, solving problems involving money.</p> <p><b>Statistics</b> - interpreting and completing a simple table.</p>
<b>Science</b>		<p><b>Animals, including humans</b> - to understand the benefits of exercise.</p>	<p><b>Animals, including humans (Y1)</b> - naming the parts of the body including private parts.</p>		<p><b>Animals, including humans</b> - knowing the difference between things we need to survive and things we want.</p>
<b>Art and design</b>			<p>Designing a road safety poster.</p>		
<b>Computing</b>			<p>Understanding what the internet is, online safety.</p>		
<b>Music</b>			<p>Listening to a road safety song carefully.</p>		

## Version history

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

Date	Update
20.07.22	Cross curricular links added p.23-28
17.01.23	Lesson removed from p.3.