



PSHE and RSE Progression Document

Kapow Primary mixed-age RSE & PSHE (2026 scheme) – Cycle B: 2026-27 | Cycle A: 2027-28

	EYFS	KS1	LKS2	UKS2
My Healthy Self				
<u>My healthy self (skills)</u>	Identifying how characters within a story may be feeling. Identifying and expressing my own feelings. Exploring coping strategies to help regulate emotions. Exploring different facial expressions and identifying the different feelings they can represent. Coping with challenge when problem solving. Exploring how exercise affects different parts of the body.	Y1/Y2 (Cycle B 26-27): Recognising and naming a range of emotions, using facial and body clues linked to feelings. Y1/Y2 (Cycle B 26-27): Exploring when and why people show different emotions and how emotions can change. Y1/Y2 (Cycle B 26-27): Identifying what helps me to feel calm, and what I can do when my feelings get tricky. Y1/Y2 (Cycle B 26-27): Describing how moving my body makes me feel. Y1/Y2 (Cycle B 26-27): Making simple healthy food and drink choices. Y1/Y2 (Cycle B 26-27): Practising how to keep my teeth clean and healthy.	Y3/Y4 (Cycle B 26-27): Identifying and describing a range of emotions and how they can show in my body. Y3/Y4 (Cycle B 26-27): Using strategies to manage strong emotions. Y3/Y4 (Cycle B 26-27): Planning healthy choices about exercise, food and drink. Y3/Y4 (Cycle B 26-27): Explaining how being active, eating well and staying hydrated help my mind and my body. Y3/Y4 (Cycle B 26-27): Developing a growth mindset and recognising how kindness and helping others affect wellbeing.	Y5/Y6 (Cycle B 26-27): Reading food labels to compare and make informed food choices. Y5/Y6 (Cycle B 26-27): Reflecting on how active I am and planning ways to stay active. Y5/Y6 (Cycle B 26-27): Using self-regulation strategies to support my wellbeing as I grow. Y5/Y6 (Cycle B 26-27): Identifying habits now that will support my future health, including dental hygiene. Y5/Y6 (Cycle B 26-27): Reflecting on how my mindset and behaviour affect my wellbeing and the wellbeing of others.
<u>My healthy self (knowledge)</u>	To name some different feelings and emotions. To know that I am a valuable individual. To know that facial	Y1/Y2 (Cycle B 26-27): To know that everyone feels worried, annoyed or upset sometimes and that it is normal to have both positive	Y3/Y4 (Cycle B 26-27): To know that the mind and body are connected and that emotions can cause changes in my body.	Y5/Y6 (Cycle B 26-27): To know that nutritional labels show calories, fat, sugar and salt and help people make informed choices.

	expressions can give us clues as to how a person is feeling. To know that I can learn from my mistakes. To know some strategies to calm down. To know that exercise means moving our body and is important. To know that yoga can help our bodies and minds relax. To know that having a naturally colourful diet is one way to try and eat healthily.	and negative feelings. Y1/Y2 (Cycle B 26-27): To know that feelings can change and can feel small, medium or big. Y1/Y2 (Cycle B 26-27): To know that talking to a trusted adult can help when I feel upset or worried. Y1/Y2 (Cycle B 26-27): To know that sleep helps my body and brain rest and grow. Y1/Y2 (Cycle B 26-27): To know that some food and drink are best for every day and others only sometimes. Y1/Y2 (Cycle B 26-27): To know that I should brush my teeth twice a day and that sugary food and drink can damage teeth.	Y3/Y4 (Cycle B 26-27): To know that sleep helps to look after my mind and body and that children my age need 9–12 hours of sleep. Y3/Y4 (Cycle B 26-27): To know that a balanced diet includes a variety of food groups, which do different jobs in the body. Y3/Y4 (Cycle B 26-27): To know that exercise, nutrition and hydration support both physical and mental wellbeing. Y3/Y4 (Cycle B 26-27): To know that bullying can affect wellbeing and how and where to access support.	Y5/Y6 (Cycle B 26-27): To know that children my age should get at least one hour of moderate to vigorous activity every day. Y5/Y6 (Cycle B 26-27): To know that the choices I make today (e.g. diet, activity, sleep, dental care) can affect my health in the future. Y5/Y6 (Cycle B 26-27): To know that habits are behaviours we repeat, and that healthy habits can be built over time. Y5/Y6 (Cycle B 26-27): To know that calories are a unit of energy in food. Y5/Y6 (Cycle B 26-27): To know that a growth mindset can build confidence and resilience when facing challenges.
Connecting with Others				
<u>Connecting with others</u> (skills)	Learning how to talk about our families and discussing why we love them. Talking about people that hold a special place in my life. Developing strategies to help when sharing with others. Exploring what makes a good friend.	Y1/Y2 (Cycle A 27-28): Talking about what makes me special. Y1/Y2 (Cycle A 27-28): Exploring what a friend is and how we can have a kind and friendly class. Y1/Y2 (Cycle A 27-28): Exploring how people are different and the same, including families. Y1/Y2 (Cycle A 27-28):	Y3/Y4 (Cycle A 27-28): Recognising my personal strengths and qualities. Y3/Y4 (Cycle A 27-28): Practising ways to repair friendships. Y3/Y4 (Cycle A 27-28): Expressing my thoughts, feelings and personal boundaries respectfully. Y3/Y4 (Cycle A 27-28): Recognising respectful and	Y5/Y6 (Cycle A 27-28): Exploring how identity, values, experiences and beliefs shape our choices. Y5/Y6 (Cycle A 27-28): Discussing how families show commitment and support and protect each other. Y5/Y6 (Cycle A 27-28): Identifying ways to make and maintain healthy

	Exploring the differences between us that make each person unique. Considering the perspectives and feelings of others. Learning to work as a member of a team. Developing listening skills.	Showing my feelings kindly and calmly. Y1/Y2 (Cycle A 27-28): Letting others know what is okay or not okay for me.	disrespectful behaviour. Y3/Y4 (Cycle A 27-28): Adapting my behaviour to the expectations of different settings.	friendships and manage challenges in them. Y5/Y6 (Cycle A 27-28): Being assertive and respectful, and setting and respecting boundaries. Y5/Y6 (Cycle A 27-28): Challenging unfairness and working together to stop bullying.
<u>Connecting with others</u> <u>(knowledge)</u>	To name and describe the different members of our families. To understand that all families are valuable and special. To know that we share toys so that everyone feels involved and no one feels left out or upset. To understand that different people like different things. To know that it is important to help, listen and support others when working as a team. To know that it is important to tell the truth.	Y1/Y2 (Cycle A 27-28): To know that families show love and care for each other in different ways and that families can be different. Y1/Y2 (Cycle A 27-28): To know what helps me to feel safe and cared for. Y1/Y2 (Cycle A 27-28): To know how people should behave towards others. Y1/Y2 (Cycle A 27-28): To know who I can talk to if something does not feel right. Y1/Y2 (Cycle A 27-28): To know that if someone is unkind again and again, this is bullying and I should tell a trusted adult.	Y3/Y4 (Cycle A 27-28): To know that everyone has worth and the right to feel safe and included. Y3/Y4 (Cycle A 27-28): To know that boundaries help people feel safe and respected. Y3/Y4 (Cycle A 27-28): To know that everyone deserves respect. Y3/Y4 (Cycle A 27-28): To know the different types of bullying and how to respond to them. Y3/Y4 (Cycle A 27-28): To know that stereotypes can negatively affect people and communities. Y3/Y4 (Cycle A 27-28): To know that expectations of behaviour can vary in different settings.	Y5/Y6 (Cycle A 27-28): To know that marriage and civil partnership are ways people can show commitment to each other. Y5/Y6 (Cycle A 27-28): To know where to seek help if home feels unsafe. Y5/Y6 (Cycle A 27-28): To know the qualities of healthy friendships and relationships. Y5/Y6 (Cycle A 27-28): To know that self-esteem is how we value ourselves and that it helps us cope with challenges. Y5/Y6 (Cycle A 27-28): To know what bullying is, the roles involved, and when and how to seek help.
The Online World				
<u>The online world</u>	n/a	Y1/Y2 (Cycle A 27-28): Recognising when I am	Y3/Y4 (Cycle A 27-28): Exploring the different ways	Y5/Y6 (Cycle A 27-28): Recognising how adverts,

<u>(skills)</u>		online and what I can do online and in person. Y1/Y2 (Cycle A 27-28): Exploring how to behave when using a device. Y1/Y2 (Cycle A 27-28): Balancing screen time with in-person activities. Y1/Y2 (Cycle A 27-28): Recognising private information and who can see information shared online. Y1/Y2 (Cycle A 27-28): Questioning whether everything we see online is real.	people communicate online. Y3/Y4 (Cycle A 27-28): Communicating respectfully online. Y3/Y4 (Cycle A 27-28): Thinking critically about how information is found, shared and presented online. Y3/Y4 (Cycle A 27-28): Checking sources and comparing evidence to decide whether information online can be trusted. Y3/Y4 (Cycle A 27-28): Responding to online bullying.	influencers and online trends try to influence us. Y5/Y6 (Cycle A 27-28): Identifying online messages that might be misleading, including possible scams. Y5/Y6 (Cycle A 27-28): Making safe choices when gaming online. Y5/Y6 (Cycle A 27-28): Reflecting on how being online makes me feel. Y5/Y6 (Cycle A 27-28): Considering how what we post online can affect ourselves and others.
<u>The online world (knowledge)</u>	n/a	Y1/Y2 (Cycle A 27-28): To know what to do if I see something online that worries me. Y1/Y2 (Cycle A 27-28): To know some simple ways to stay safe online. Y1/Y2 (Cycle A 27-28): To know that private information should not be shared online. Y1/Y2 (Cycle A 27-28): To know that information shared online can be seen by other people.	Y3/Y4 (Cycle A 27-28): To know that online communication should be safe, kind and respectful. Y3/Y4 (Cycle A 27-28): To know how to keep myself safe online and who to tell if something worries me. Y3/Y4 (Cycle A 27-28): To know that not everything online is true and that information can be presented in a way that influences us.	Y5/Y6 (Cycle A 27-28): To know that adverts online can be chosen for me based on my online activity. Y5/Y6 (Cycle A 27-28): To know that online platforms are designed to keep users engaged. Y5/Y6 (Cycle A 27-28): To know that online content is not always realistic. Y5/Y6 (Cycle A 27-28): To know what harmful online behaviour is and how to report it. Y5/Y6 (Cycle A 27-28): To know that what we post online forms a digital footprint.
Citizenship				

<u>Citizenship</u> <u>(skills)</u>	Beginning to understand why rules are important in school.	Y1/Y2 (Cycle B 26-27): Discussing what babies, toddlers and animals need. Y1/Y2 (Cycle B 26-27): Identifying ways to look after our school environment. Y1/Y2 (Cycle B 26-27): Sharing my ideas respectfully. Y1/Y2 (Cycle B 26-27): Recognising the groups I belong to and how different people contribute to my community. Y1/Y2 (Cycle B 26-27): Exploring the jobs people do in our local community and beyond.	Y3/Y4 (Cycle A 27-28): Exploring careers and the factors that influence the choices people make. Y3/Y4 (Cycle A 27-28): Identifying transferable skills. Y3/Y4 (Cycle A 27-28): Challenging gender stereotypes about jobs. Y3/Y4 (Cycle B 26-27): Discussing the rights and responsibilities we have. Y3/Y4 (Cycle B 26-27): Exploring how responsible choices, such as reducing waste, help people and the environment. Y3/Y4 (Cycle B 26-27): Comparing different ways that people pay for things. Y3/Y4 (Cycle B 26-27): Making a simple budget and keeping track of money.	Y5/Y6 (Cycle A 27-28): Distinguishing between needs and wants. Y5/Y6 (Cycle A 27-28): Creating a budget. Y5/Y6 (Cycle A 27-28): Considering the risks of spending money online and how to keep money safe. Y5/Y6 (Cycle B 26-27): Exploring ways to make a positive difference in our communities and beyond. Y5/Y6 (Cycle B 26-27): Discussing how we can protect everyone's rights. Y5/Y6 (Cycle B 26-27): Identifying and challenging discrimination.
<u>Citizenship</u> <u>(knowledge)</u>	To know that we have rules to keep everything fair, safe and enjoyable for everyone. To understand that we all have similarities and differences and that make us special. To know that we all have different beliefs and celebrate special times in different ways.	Y1/Y2 (Cycle B 26-27): To know who helps look after our local environment. Y1/Y2 (Cycle B 26-27): To know how rules help everyone. Y1/Y2 (Cycle B 26-27): To know what money is and where it comes from. Y1/Y2 (Cycle B 26-27): To know that people do different jobs to earn money.	Y3/Y4 (Cycle A 27-28): To know that gender stereotypes should not limit anyone's career choices. Y3/Y4 (Cycle B 26-27): To know that children have rights under the UN Convention on the Rights of the Child. Y3/Y4 (Cycle B 26-27): To know that rights come with responsibilities. Y3/Y4 (Cycle B 26-27): To know that local councils help	Y5/Y6 (Cycle A 27-28): To know what borrowing and lending mean and that borrowed money usually needs to be paid back with interest. Y5/Y6 (Cycle A 27-28): To know the risks associated with gambling. Y5/Y6 (Cycle B 26-27): To know how individuals, community and pressure groups, local councillors and MPs can influence change.

			meet the needs of their communities. Y3/Y4 (Cycle B 26-27): To know what budgeting means and why it is important to keep track of money. Y3/Y4 (Cycle B 26-27): To know that money can cause a range of feelings.	Y5/Y6 (Cycle B 26-27): To know how laws and the legal system help uphold fairness, and the consequences of breaking the law. Y5/Y6 (Cycle B 26-27): To know what human rights are and that laws such as the Equality Act 2010 protect people from discrimination.
Staying Safe				
<u>Staying safe (skills)</u>	Considering why it is important to follow rules. Exploring what it means to be a safe pedestrian.	Y1/Y2 (Cycle A 27-28): Identifying how to stay safe at home. Y1/Y2 (Cycle A 27-28): Learning how to stay safe near roads. Y1/Y2 (Cycle A 27-28): Recognising how my body might feel when something is unsafe. Y1/Y2 (Cycle B 26-27): Making safe choices in different places. Y1/Y2 (Cycle B 26-27): Identifying ways to keep my body safe. Y1/Y2 (Cycle B 26-27): Practising saying no when words, actions or touch are not okay.	Y3/Y4 (Cycle A 27-28): Recognising warning signs that something might be unsafe. Y3/Y4 (Cycle A 27-28): Responding to situations that make me feel uncomfortable. Y3/Y4 (Cycle A 27-28): Seeking help in an emergency. Y3/Y4 (Cycle A 27-28): Identifying safe ways to cross roads.	Y5/Y6 (Cycle A 27-28): Identifying hazards and risks when I am at home or outside on my own. Y5/Y6 (Cycle A 27-28): Planning how to travel safely on my own, including on public transport. Y5/Y6 (Cycle A 27-28): Explaining how to stay safe in, on and around water. Y5/Y6 (Cycle A 27-28): Using strategies to resist peer pressure.
<u>Staying safe (knowledge)</u>	To know that some rules are in place to keep us safe. To know how to behave safely on the pavement and when crossing roads with an	Y1/Y2 (Cycle A 27-28): To know what is and is not safe to put in or on our bodies. Y1/Y2 (Cycle A 27-28): To know some rules that keep	Y3/Y4 (Cycle A 27-28): To know the signs that a situation may be unsafe. Y3/Y4 (Cycle A 27-28): To know that I can say no and	Y5/Y6 (Cycle A 27-28): To know how to make safer choices to reduce risk. Y5/Y6 (Cycle A 27-28): To know how peer pressure,

	adult.	me safe. Y1/Y2 (Cycle A 27-28): To know who can help keep me safe. Y1/Y2 (Cycle B 26-27): To know that my body belongs to me. Y1/Y2 (Cycle B 26-27): To know who to ask for help if I feel unsafe somewhere.	tell a trusted adult if something makes me feel uncomfortable. Y3/Y4 (Cycle A 27-28): To know how to call the emergency services. Y3/Y4 (Cycle A 27-28): To know the dangers of water. Y3/Y4 (Cycle A 27-28): To know the difference between medicines and harmful substances.	consent and boundaries can affect our decisions. Y5/Y6 (Cycle A 27-28): To know the risks of drug misuse and where to get help.
Health Protection				
<u>Health protection (skills)</u>	Discussing ways that we can take care of ourselves.	Y1/Y2 (Cycle A 27-28): Learning how and why to wash our hands and how germs spread. Y1/Y2 (Cycle A 27-28): Exploring how to protect myself in different weather. Y1/Y2 (Cycle A 27-28): Deciding how serious different injuries are.	Y3/Y4 (Cycle B 26-27): Discussing healthy habits that help prevent illness and injury. Y3/Y4 (Cycle B 26-27): Making informed decisions about hygiene and sun safety. Y3/Y4 (Cycle B 26-27): Practising basic first aid.	Not taught as a separate unit in the Y5/Y6 mixed-age cycle.
<u>Health protection (knowledge)</u>	To know some simple ways to look after ourselves.	Y1/Y2 (Cycle A 27-28): To know who helps us stay healthy. Y1/Y2 (Cycle A 27-28): To know what to do if I feel unwell. Y1/Y2 (Cycle A 27-28): To know how to get help for serious illnesses or injuries.	Y3/Y4 (Cycle B 26-27): To know that medicines should only be taken safely and as directed by a trusted adult. Y3/Y4 (Cycle B 26-27): To know that healthcare professionals help to protect our wellbeing. Y3/Y4 (Cycle B 26-27): To know when and how to call 999.	n/a
Growing Up				

<u>Growing up (skills)</u>	n/a	Y1/Y2 (Cycle B 26-27): Exploring how we grow and change. Y1/Y2 (Cycle B 26-27): Talking about my body using the correct words. Y1/Y2 (Cycle B 26-27): Showing respect for each other's bodies.	Y3/Y4 (Cycle B 26-27): Discussing the physical and emotional changes during puberty. Y3/Y4 (Cycle B 26-27): Showing kindness and understanding about body changes.	Y5/Y6 (Cycle B 26-27): Discussing how the changes of puberty can affect feelings, behaviour and relationships. Y5/Y6 (Cycle B 26-27): Identifying reliable sources of help and information about puberty.
<u>Growing up (knowledge)</u>	n/a	Y1/Y2 (Cycle B 26-27): To know the correct names for parts of my body, including private parts. Y1/Y2 (Cycle B 26-27): To know that I make the rules about my own body. Y1/Y2 (Cycle B 26-27): To know who I can talk to if I do not feel safe.	Y3/Y4 (Cycle B 26-27): To know that puberty is a normal part of growing up and happens at different times for different people. Y3/Y4 (Cycle B 26-27): To know some of the physical changes to male and female bodies during puberty.	Y5/Y6 (Cycle B 26-27): To know how the body changes during puberty, including the menstrual cycle. Y5/Y6 (Cycle B 26-27): To know how to look after personal hygiene, including during periods. Y5/Y6 (Cycle B 26-27): To know that personal boundaries and kindness matter as bodies change.
Sex Education (Year 5/6, Cycle B)				
<u>Sex education (skills)</u>	n/a	n/a	n/a	Y5/Y6 (Cycle B 26-27): Discussing the different ways people can become parents and carers. Y5/Y6 (Cycle B 26-27): Discussing the responsibilities and lifelong commitment involved in having a baby.
<u>Sex education (knowledge)</u>	n/a	n/a	n/a	Y5/Y6 (Cycle B 26-27): To know how a baby is conceived and develops. Y5/Y6 (Cycle B 26-27): To know that people can

				become parents and carers in different ways, including adoption, fostering and IVF. Y5/Y6 (Cycle B 26-27): To know what consent means and the legal age of consent.
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Note: Year 1 children in the Reception/Year 1 class follow the KS1 (Y1/Y2) units. Cycle B is taught in 2026-27 and Cycle A in 2027-28, then the rotation repeats (Cycle B 2028-29, Cycle A 2029-30).