



Intent

PSHE does not stand alone as a subject at St. Leonard's. It is the very core upon which we base our daily learning and lives as a school community, through all subject areas. Our Christian values of community, hope, dignity, wisdom, perseverance and forgiveness provide a firm foundation for this and are central to our pupils' mental health and wellbeing. Within school, we use the Kapow PSHE programme which is implemented across all Key Stages from EYFS to Year 6. Teachers using this scheme in progression, developing five core areas of learning: My Healthy Self, Connecting with Others, The Online World, Citizenship, Staying Safe, Growing Up and Health Protection.

Our aim at St. Leonard's is to equip all children with the necessary skills to take an active role in their community and manage their lives effectively, in an ever-changing world. We understand that mental health and well-being is paramount and it is therefore at the forefront in our school vision and values. We believe that all children are individuals and provide them with the opportunities they need to recognise and understand their place in society. Our challenging and exciting curriculum celebrates and upholds British Values, encouraging pupils to value themselves, appreciate differences and diversity, encourage mutual respect, be happy and feel confident and informed as a British Citizen. Our priority is to create a supportive and caring environment in which pupils feel safe to grow and develop mentally, spiritually, culturally, morally and physically.

Kapow's Intent:

Kapow Primary's RSE & PSHE scheme aims to equip children with the knowledge, skills and attitudes they need to navigate the complexities of life in the 21st century. It is designed to support pupils in making informed choices about their health, safety, wellbeing and relationships, enabling them to become confident, thoughtful and active members of society.

The scheme fully covers the statutory guidance for Relationships and Health Education (updated 2025) as set out by the Department for Education, including non-statutory sex education, which we teach at St. Leonard's.

The scheme also includes wider PSHE learning, in line with the National curriculum (2014) requirement that schools make provision for personal, social, health and economic education. This includes non-statutory Citizenship content, which supports pupils in developing an understanding of rules, rights and responsibilities, democracy, fairness and participation in their communities. Together, this learning makes a strong contribution to pupils' personal development as outlined in the Ofsted Inspection Framework and explicitly promotes the fundamental British values of democracy, the rule of law, respect and tolerance and individual liberty.

Online safety is embedded throughout the curriculum and taught in line with 'Education for a Connected World' and 'Teaching Online Safety in Schools' guidance. Pupils are supported to develop the knowledge and skills they need to use the online world safely and responsibly, to recognise and manage risk and to seek help and report concerns when needed.

High-quality PSHE and RSE teaching is a key part of the school's safeguarding approach. In line with 'Keeping Children Safe in Education', safeguarding, including online safety and help-seeking, is woven throughout the curriculum. In response to guidance on child-on-child abuse, the scheme introduces and revisits learning about personal boundaries, consent, recognising unsafe situations and knowing how and where to get support. This ensures pupils are prepared for the challenges and responsibilities they may face, both now and in the future.

The scheme supports the requirements of the Equality Act through direct teaching, including learning about different families, understanding the negative effects of stereotypes, and celebrating differences. It also includes a variety of teaching resources throughout the lessons.

Implementation

KAPOW PSHE Scheme of work

Kapow Primary's RSE & PSHE scheme is designed as a whole-school approach that ensures clear sequencing and progression from Reception through to Year 6.

In EYFS, learning is organised in line with the Personal, Social and Emotional Development prime area of the EYFS framework. Each unit in Reception focuses on developing secure, foundational knowledge and skills within one of the following core strands:

- **Self-regulation.**
- **Managing self.**
- **Building relationships.**

From KS1 onwards, learning continues to be underpinned by these core strands and is extended through the introduction of a fourth strand, critical thinking. Together, these strands provide a consistent framework for developing pupils' personal and social capabilities.

Core strands across the scheme include:

- **Self-regulation.**
- **Managing self.**
- **Building relationships.**
- **Critical thinking.**

Rather than being taught as discrete units, these strands are woven through all areas of the RSE & PSHE curriculum and revisited in increasingly complex and demanding contexts. This ensures continuity from EYFS and supports pupils to build on their early learning, think more independently and apply their understanding in a wider range of situations.

Across KS1 and KS2, the RSE & PSHE curriculum is organised into a set of key areas that together make up a broad and balanced programme. Each year group studies six of these key areas across the academic year, with one key area taught per half term. The selection and sequencing of key areas ensures full coverage of statutory Relationships and Health Education content over time, while also allowing pupils to revisit and deepen their learning. Key areas across the scheme include:

- **My healthy self.**
- **Connecting with others.**
- **The online world.**
- **Citizenship.**
- **Staying safe.**
- **Growing up.**
- **Health protection.**

All key areas are revisited at planned points across the key stages, ensuring that learning is progressive, coherent and builds logically on prior knowledge and experience.

In addition, the scheme includes optional units that cover non-statutory content and are designed to build on pupils' statutory learning in the **Health protection** and **Growing up** key areas. These optional units provide schools with flexibility in structuring learning in Year 6, enabling them to make decisions that best reflect their pupils, community and curriculum priorities. Where taught, non-statutory sex education is delivered in line with DfE guidance, with parents' right to withdraw respected.

Units are deliberately placed within the school year to support pupils at key points in their social and personal development. Each year group studies six key areas across the academic year, with one key area taught per half term. The sequencing of units is carefully considered to ensure that learning is both timely and relevant. For example, units focusing on connecting with others are taught early in the year to support pupils as they form or re-establish friendships, while units on staying safe are often taught later in the year when pupils may be preparing for greater independence, such as during the summer holidays.

A range of teaching and learning approaches is used across the scheme, grounded in established good practice for RSE & PSHE. Lessons are designed to create a safe, inclusive and supportive environment in which all pupils can engage with learning and make progress.

The scheme consistently uses a diverse set of characters to support representation and inclusion, while also allowing the use of distancing techniques. Pupils explore scenario-based situations involving these characters, allowing them to discuss sensitive or complex issues at a safe emotional distance. This supports pupils in considering different perspectives, practising decision making and applying knowledge and skills to realistic situations without needing to draw directly on personal experience.

Oracy is a central feature of the scheme and is embedded across lessons. Pupils are supported to develop confidence in speaking and listening through structured discussions, scenario-based learning and role play. In particular, pupils rehearse language they may need in real-life situations, such as asking for help, reporting concerns, expressing feelings, setting boundaries or responding to pressure. This focus on oracy helps pupils to articulate their thinking clearly, listen to others respectfully and apply learning beyond the classroom.

Learning activities are carefully structured to support progression over time, with clear guidance to support inclusion and challenge. Stories, scenarios and age-appropriate examples are used to support discussion, reflection and application, helping pupils build confidence in applying their learning in real-life contexts.

Teachers are supported to deliver sensitive content confidently and appropriately through dedicated guidance and professional support materials. This includes teacher-facing videos, featuring subject specialists, which model effective approaches to teaching sensitive topics and responding to pupils' questions. These resources help ensure consistent, careful and informed delivery across the school.

Pupil-facing videos and interactive presentations are used purposefully to support engagement and understanding. These resources help bring scenarios to life, provide consistent messages and support pupils to explore complex ideas in an accessible and age-appropriate way, while maintaining emotional safety.

The scheme provides meaningful opportunities for cross-curricular links, particularly with Computing through online safety and with Science through learning related to health, growth and the human body. Consistent messages are reinforced across year groups, including how and where pupils can access help and support.

The role of parents and carers is recognised throughout the scheme. Guidance is provided to support schools in communicating with families, sharing curriculum content and responding to questions or concerns, helping to build trust and consistency between home and school.

Monitoring:

The PSHE subject lead carries out monitoring in the subject, in order to measure the impact and progress of the quality of provision in our school. This is done through lesson observations, pupil interview and work scrutiny. This is shared with all staff and governors to ensure that teaching and learning is consistent and high quality.

Impact

When pupils leave St. Leonard's, we hope that a high quality PSHE curriculum has developed pupils' mental and social skills with a focus on how to develop and maintain healthy relationships, celebrating difference, understanding how to stay safe, how to develop rights and responsibilities and understand physical changes that take place as their bodies grow and change. Our priority is to provide a supportive and caring environment in which pupils feel safe to learn to grow and develop mentally, spiritually, culturally, morally and physically. At St. Leonard's, we encourage and support our pupils to be healthy, resilient, successful and well-rounded individuals.

Kapow's Impact:

The impact of the RSE & PSHE scheme is evident in pupils' growing knowledge, understanding and confidence in applying their learning in real-life situations. Assessment within the scheme is designed to be supportive, formative and meaningful, helping teachers to recognise progress over time rather than relying solely on endpoint outcomes.

The scheme places a strong emphasis on ipsative assessment, allowing pupils to reflect on how their understanding, skills and attitudes develop across a unit and over time. Teachers are supported to notice how pupils build on prior learning, articulate ideas more clearly, make more considered choices and apply knowledge to increasingly complex or realistic scenarios.

Knowledge organisers are provided for each unit to summarise key substantive knowledge, concepts and vocabulary. These are complemented by a focus on pupils' ability to apply learning, for example, through discussion, scenario-based responses and reflection on attitudes and values such as respect, fairness and responsibility.

To support monitoring and evaluation, the scheme also provides *Assessment trackers* linked to specific learning objectives. These allow teachers and subject leaders to see how pupils are achieving across lessons, including the proportion of learning where pupils are working towards expectations, meeting expectations or demonstrating greater depth. This information can be used to identify patterns, highlight areas of strength and pinpoint pupils or groups who may need additional support or further challenge. *At St. Leonard's, we use the end points from the Assessment tracker to determine the level each child is currently working at, which is then reported on our in-school assessment tracker.*

Impact is also reflected in pupils' ability to:

- Recognise and describe situations using appropriate vocabulary.
- Explain what a safe, respectful or healthy response might look like.
- Rehearse and articulate how they would act or seek help in real-life situations.
- Demonstrate growing empathy, self-awareness and consideration of others.

Over time, pupils become more confident in expressing their views, managing challenges, building positive relationships and making informed choices. By the end of the scheme, pupils will have met the statutory requirements for Relationships and Health Education and will be increasingly equipped to use their learning beyond the classroom, including in friendships, online interactions, health-related decisions and knowing where and how to access support.