



Curriculum overview for parents and carers

RSE & PSHE

A summary of key RSE & PSHE learning for Reception to Year 2.

For more information about Kapow Primary's RSE & PSHE scheme, visit the [RSE & PSHE: Parent zone](#).

EYFS (Reception)

Unit 1

Self-regulation: My feelings

Understanding feelings and emotions by recognising specific emotions, expressing them appropriately and managing strong feelings effectively. The children identify their own and others' emotions and learn strategies to respond positively.

Activity 1: Identifying my feelings

Learning how to identify feelings and associating feelings with different colours.

Activity 2: Feelings jars

Creating feelings jars and using them to help identify and express the children's feelings.

Activity 3: Coping strategies

Exploring coping strategies to help regulate emotions and identifying how characters in a story may be feeling.

Activity 4: Describing feelings

Learning the appropriate vocabulary to describe different emotions.

Activity 5: Facial expressions

Exploring different facial expressions and identifying the different feelings they can represent.

Activity 6: Creating a calm corner

Learning to identify different feelings based on corresponding facial expressions and exploring ways to moderate behaviour, socially and emotionally.

Unit 2

Building relationships: Special relationships

Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.

Activity 1: My family

Discussing different types of families and what makes them special.

Activity 2: Special people

Identifying people who are special and considering what it means to be a valued person.

Activity 3: Sharing

Learning the importance of sharing with others through role-play activities and discussion.

Activity 4: I am unique

Recognising strengths, interests and qualities while developing a positive sense of self.

Activity 5: My interests

Exploring how the children see themselves as individuals through discussion, drawing and sharing interests.

Activity 6: Similarities and differences

Celebrating diversity through activities and discussing similarities and differences.

EYFS (Reception)

Unit 3

Managing self: Taking on challenges

Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.

Activity 1: Why do we have rules?

Exploring the purpose and importance of rules through activities and games.

Activity 2: Building towers

Recognising the importance of persistence through teamwork activities, developing confidence in their own ability to solve problems.

Activity 3: Team den building

Learning to work as a team to overcome challenges and communicating effectively with others to build a den.

Activity 4: Grounding

Learning grounding coping strategies and how to use them in different situations.

Activity 5: Team races

Exploring the importance of perseverance in the face of challenge through team races.

Activity 6: Circus skills

Discovering how to face and complete challenges by learning and performing circus skills.

Unit 4

Self-regulation: Listening and following instructions

Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.

Activity 1: Simon says

Learning the importance of listening carefully by playing recall games.

Activity 2: Listening to a story

Listening attentively to a story, answering questions about it and retelling parts of it.

Activity 3: Pass the whisper

Understanding the importance of listening carefully, telling the truth and thinking of others' feelings.

Activity 4: Obstacle races

Following instructions and actions and persevering when things get more challenging.

Activity 5: Blindfold walk

Learning to follow and give instructions involving several ideas or actions.

Activity 6: Treasure hunt

Learning to listen and respond to phrases and instructions.

EYFS (Reception)

Unit 5

Building relationships: My family and friends

Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.

Activity 1: Festivals

Thinking about the perspectives of others and learning about how different beliefs celebrate special times.

Activity 2: Sharing

Recognising why sharing is important through discussion and games.

Activity 3: What makes a good friend?

Identifying the characteristics that make a good friend.

Activity 4: Being a good friend

Learning the importance of supporting others by being kind.

Activity 5: Teamwork

Understanding the importance of perseverance when faced with a challenge.

Activity 6: Celebrating friendships

Planning a party to celebrate the special friendships within the class.

Unit 6

Managing self: My wellbeing

Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.

Activity 1: What is exercise?

Learning about the importance of exercise and exploring how exercise affects different parts of the body.

Activity 2: Yoga and relaxation

Exploring yoga, guided meditation and relaxation.

Activity 3: Looking after ourselves

Understanding why it is important to be able to take care of oneself.

Activity 4: Being a safe pedestrian

Exploring what it means to be a safe pedestrian.

Activity 5: Eating healthily

Recognising what it means to eat healthily.

Activity 6: A rainbow of food

Understanding the importance of healthy food choices and what a balanced diet is.

Year 1			
Autumn 1	My healthy self: How can we look after our emotions?	Autumn 2	Connecting with others: How can I help myself and others feel happy and safe?
	Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.		Identifying what makes themselves and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.
Spring 1	The online world: How do we spend time online?	Spring 2	Citizenship: How can I help others and the environment?
	Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.		Learning 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. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.
Summer 1	Health protection: How can I protect myself and others in daily life?	Summer 2	Staying safe: How can I stay safe?
	Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency.		Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.

Year 2			
Autumn 1	My healthy self: How can we look after our bodies?	Autumn 2	Connecting with others: How can I build safe, kind and caring relationships with others?
	Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.		Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.
Spring 1	The online world: How can we stay safe online?	Spring 2	Citizenship: How do people belong to a community and earn money?
	Understanding how the internet is used to share information and content while recognising that not everything online is suitable or trustworthy. Pupils explore how online content can affect their feelings and learn strategies for responding safely when something they see online makes them uncomfortable or worried.		Exploring communities, belonging and money through learning about the different groups people are part of and how decisions can be made fairly. Pupils reflect on similarities and differences within their community, use simple voting to consider different viewpoints and develop an understanding of where money comes from and how it is earned.
Summer 1	Growing up: How can we look after and respect our bodies as we grow?	Summer 2	Staying safe: How can I make safe choices in different places?
	Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.		Understanding how to make safe choices in different places by recognising potential dangers and knowing how to respond safely. Pupils learn how to keep their bodies safe, identify trusted adults and follow safety rules at home, in public places and around water. They also develop confidence in asking for help when needed.