

*RSE & PSHE*



*Kapow*  
Primary™

**Statutory guidance  
coverage**

# 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. For EYFS: reception units it shows which Development Matters statements and Early Learning goals each unit is working towards.

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 30.01.23. 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](#) and to [Education for a connected world guidance](#).

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## Early years outcomes in Kapow Primary's units

Early Years Foundation Stage	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
Kapow Primary's units			
<a href="#">Self-regulation: My feelings</a>	<b>Personal, Social and Emotional Development</b>  -Express their feelings and consider the feelings of others. -Identify and moderate their own feelings socially and emotionally. <b>ELG:</b> Self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	N/A	✓ Playing and Exploring ✓ Active learning ✓ Creating and thinking critically
<a href="#">Building relationships: Special Relationships</a>	<b>Personal, Social and Emotional Development</b>  -Build constructive and respectful relationships. -See themselves as a valuable individual. -Think about the perspectives of others. <b>ELG:</b> Building Relationships: Work and play cooperatively and take turns with others.	<b>Understanding the World</b>  -Talk about members of their immediate family and community. -Name and describe people who are familiar to them. <b>ELG:</b> People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	

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Kapow Primary's units			
<a href="#">Managing self: Taking on challenges</a>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>-Identify and moderate their own feelings socially and emotionally.</li> <li>-Build constructive and respectful relationships.</li> <li>-Show resilience and perseverance in the face of challenge.</li> <li>-ELG: Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>-ELG: Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>-ELG: Building Relationships: Work and play cooperatively and take turns with others.</li> <li>-ELG: Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> </ul> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>-ELG: Listening, Attention and Understanding: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>-ELG: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>✓ Playing and Exploring</li> <li>✓ Active Learning</li> <li>✓ Creating</li> <li>✓ Thinking critically</li> </ul>

## Early years outcomes in Kapow Primary's units

Early Years Foundation Stage	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
Kapow Primary's units			
<a href="#">Self-regulation: Listening and following instructions</a>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>-Show resilience and perseverance in the face of challenge.</li> <li>-Build constructive and respectful relationships.</li> <li>-Think about the perspectives of others.</li> <li>-ELG: Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>-ELG: Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>-ELG: Building Relationships: Show sensitivity to their own and to others' needs.</li> <li>-ELG: Self-regulation: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>-Understand how to listen carefully and why listening is important.</li> <li>-Listen to and talk about stories to build familiarity and understanding.</li> <li>-Retell the story, once they have developed a deep familiarity with the text, some as exact repetitions and some in their own words.</li> <li>-ELG: Listening and Attention: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>-ELG: Listening, Attention and Understanding: Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>✓ Playing and Exploring</li> <li>✓ Active learning</li> <li>✓ Creating and thinking critically</li> </ul>

## Early years outcomes in Kapow Primary's units

Early Years Foundation Stage	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
Kapow Primary's units			
<a href="#">Building relationships: My family and friends</a>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>-See themselves as a valuable individual.</li> <li>-Build constructive and respectful relationships.</li> <li>-Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</li> <li>-ELG: Building Relationships: Show sensitivity to their own and to others' needs.</li> <li>-ELG: Building Relationships: Work and play cooperatively and take turns with others.</li> <li>-ELG: Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>-ELG: Building Relationships: Form positive attachments to adults and friendships with peers.</li> </ul>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>-Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Playing and Exploring</li> <li>✓ Active Learning</li> <li>✓ Creating and Thinking Critically</li> </ul>

## Early years outcomes in Kapow Primary's units

Early Years Foundation Stage	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
Kapow Primary's units			
<a href="#">Managing self: My wellbeing</a>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>-Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, toothbrushing, having a good sleep routine, healthy eating.</li> <li>-Manage their own needs: Personal hygiene.</li> </ul> <p><b>ELG:</b> Managing Self: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG:</b> Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><b>ELG:</b> Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><b>ELG:</b> Self-Regulation: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>-Progress towards a more fluent style of moving, with developing control and grace.</li> <li>-<b>ELG:</b> Gross Motor Skills: Demonstrate strength, balance and coordination when playing.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Playing and Exploring</li> <li>✓ Active Learning</li> </ul>

Pupils should know:		Year 1					Year 2				
		<a href="#">Families 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>	<a href="#">Families 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>
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*					5*				
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		1*					2*				
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				
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							6*				

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



Pupils should know:		Year 3					Year 4				
		<a href="#">Families 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>	<a href="#">Families 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>
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>										
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							3				
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		1*					1*, 7				
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*									
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong											
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*					8*				

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

Pupils should know:		Year 5					Year 6				
		<a href="#">Families 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>	<a href="#">Families 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>
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>										
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											
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		5*									
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											
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		3*									
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		5*					6*				

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Pupils should know:		Year 1					Year 2				
		<a href="#">Families 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>	<a href="#">Families 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>
how important friendships are in making us feel happy and secure, and how people choose and make friends	<b>Caring friendships</b>	2*, 4					3				
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					5*				
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		2*, 4, 6					3, 4*				
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		5*					3, 4*				
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		5*, 6		5*			4*		4*		

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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="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Families 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>
how important friendships are in making us feel happy and secure, and how people choose and make friends	Caring friendships						3				
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				
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded							2*				
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*, 4					2*,3				
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		2*, 5*					2*				

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Pupils should know:		Year 5					Year 6				
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how important friendships are in making us feel happy and secure, and how people choose and make friends	Caring friendships	2*					5*				
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		1					2*				
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded							2*				
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*	5*				5*				
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		6*					5*				

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Pupils should know:		Year 1					Year 2				
		<a href="#">Families 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>	<a href="#">Families 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>
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	Respectful relationships	4, 7									
practical steps they can take in a range of different contexts to improve or support respectful relationships		3, 5*					3				
the conventions of courtesy and manners		1					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											
what a stereotype is, and how stereotypes can be unfair, negative or destructive		7					7*				
the importance of permission-seeking and giving in relationships with friends, peers and adults				5*							

Pupils should know:		Year 3					Year 4				
		<a href="#">Families 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>	<a href="#">Families 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>
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	Respectful relationships	6*					7				
practical steps they can take in a range of different contexts to improve or support respectful relationships		4					2*				
the conventions of courtesy and manners							1*				
the importance of self-respect and how this links to their own happiness							1*	4			
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								4			
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*					4*				
what a stereotype is, and how stereotypes can be unfair, negative or destructive		7*, 8					5, 6*				
the importance of permission-seeking and giving in relationships with friends, peers and adults							2*				
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Pupils should know:		Year 5					Year 6				
		<a href="#">Families 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>	<a href="#">Families 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>
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	Respectful relationships	L4*					1*,2*				
practical steps they can take in a range of different contexts to improve or support respectful relationships			5*				2*,5*				
the conventions of courtesy and manners							2*				
the importance of self-respect and how this links to their own happiness		4*					1*,2*	5*			
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			5*				1*				
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		6*									
what a stereotype is, and how stereotypes can be unfair, negative or destructive		7, 8*					3, 4*				
the importance of permission-seeking and giving in relationships with friends, peers and adults				1*, 2*			2*		3*		

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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="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Families 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>
that people sometimes behave differently online, including by pretending to be someone they are not	Online relationships								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*		
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them											
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											
*This lesson also appears in the Condensed Long-term plan											

Pupils should know:		Year 3					Year 4				
		<a href="#">Families 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>	<a href="#">Families 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>
that people sometimes behave differently online, including by pretending to be someone they are not	Online relationships								2*,4*		
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				3			2*		2*		
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them				4*					1*,2*,4*		
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.									2*4*		
how information and data is shared and used online									2*4*		

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that people sometimes behave differently online, including by pretending to be someone they are not	Online relationships			2*					3*		
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									3*		
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them				2*					3*		
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.				1*					3*		
how information and data is shared and used online				1*, 2*					3*		

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Pupils should know:		Year 1					Year 2				
		<a href="#">Families 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>	<a href="#">Families 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>
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Being safe			5*					4*, 6		
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*, 4*, 5*		
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.				5*					4*, 6		
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*					4*, 5*, 6		
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*, 4*, 5*, 6		
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*					4*, 5*, 6		

Pupils should know:		Year 3					Year 4				
		<a href="#">Families 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>	<a href="#">Families 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>
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Being safe						2*				
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									4*		
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.											
how to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know											
how to recognise and report feelings of being unsafe or feeling bad about any adult									4*		
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.		1*, 3*					4*, 8*	6*, 7	2*, 4*, 6*, 7*		
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									1*		
*This lesson also appears in the Condensed Long-term plan											

Pupils should know:		Year 5					Year 6				
		<a href="#">Families 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>	<a href="#">Families 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>
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	<b>Being safe</b>						2*				
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											
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.											
how to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know											
how to recognise and report feelings of being unsafe or feeling bad about any adult				2*							
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.		6*		2*, 3*, 4*			5*, 6*	4*, 8*	1*, 3*		
how to report concerns or abuse, and the vocabulary and confidence to do so		6*									
where to get advice from e.g. family, school and/or other sources											

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

Pupils should know:		Year 1					Year 2				
		<a href="#">Families 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>	<a href="#">Families 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>
that mental wellbeing is a normal part of daily life, in the same way as physical health.	Mental wellbeing		4					3			
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*	1*			
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			
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.											
*This lesson also appears in the Condensed Long-term plan											

Pupils should know:		Year 3					Year 4				
		<a href="#">Families 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>	<a href="#">Families 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>
that mental wellbeing is a normal part of daily life, in the same way as physical health.	<b>Mental wellbeing</b>		2, 4, 5*					2, 3*, 5*, 7*			
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.							8*	5*, 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.		4					8*	5*, 6*			
how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.								6*			
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.											
simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.			1*, 2					2, 5*			
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				4*	7*			

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



Pupils should know:		Year 5					Year 6				
		<a href="#">Families 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>	<a href="#">Families 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>
that mental wellbeing is a normal part of daily life, in the same way as physical health.	Mental wellbeing		1, 3					2, 3*			
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.			5*				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.							6*				
how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.			5*								
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.								3*			
simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests .			1				4*	2, 3*			
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.											
*This lesson also appears in the Condensed Long-term plan											

Pupils should know:		Year 1					Year 2				
		<a href="#">Families 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>	<a href="#">Families 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>
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Mental wellbeing										
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).											
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.	Online safety and harms								1		
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*		

Pupils should know:		Year 3					Year 4				
		<a href="#">Families 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>	<a href="#">Families 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>
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Mental wellbeing			4*			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					7*			
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								7*			
that for most people the internet is an integral part of life and has many benefits.	Online safety and harms			4*					2*,5		
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.				3					2*,4*		

Pupils should know:		Year 5					Year 6				
		<a href="#">Families 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>	<a href="#">Families 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>
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Mental wellbeing								3*		
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).							6*	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								3*			
that for most people the internet is an integral part of life and has many benefits.	Online safety and harms										
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.								4*			
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.				1*, 2*, 5					2, 3*		

Pupils should know:		Year 1					Year 2				
		<a href="#">Families 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>	<a href="#">Families 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>
why social media, some computer games and online gaming, for example, are age restricted.	Internet safety and harms										
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.											
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.											
where and how to report concerns and get support with issues online.											
the characteristics and mental and physical benefits of an active lifestyle.	Physical health and fitness										
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			
the risks associated with an inactive lifestyle (including obesity).											
how and when to seek support including which adults to speak to in school if they are worried about their health.											

Pupils should know:		Year 3					Year 4				
		<a href="#">Families 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>	<a href="#">Families 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>
why social media, some computer games and online gaming, for example, are age restricted.	Internet safety and harms								1*		
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*					2*,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					5		
where and how to report concerns and get support with issues online.				4*, 5					2*,4*		
the characteristics and mental and physical benefits of an active lifestyle.	Physical health and fitness		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.			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.											

Pupils should know:		Year 5					Year 6				
		<a href="#">Families 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>	<a href="#">Families 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>
why social media, some computer games and online gaming, for example, are age restricted.	Internet safety and harms							4*			
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.				2*					3*		
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.								4*	2		
where and how to report concerns and get support with issues online.				2*				4*			
the characteristics and mental and physical benefits of an active lifestyle.	Physical health and fitness							3*,7			
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.								3*			
the risks associated with an inactive lifestyle (including obesity).								7			
how and when to seek support including which adults to speak to in school if they are worried about their health.								8*			

Pupils should know:		Year 1					Year 2				
		<a href="#">Families 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>	<a href="#">Families 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>
what constitutes a healthy diet (including understanding calories, and nutritional content).	Healthy eating							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)	Drugs, alcohol and tobacco							6*			
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				6*					8*		
how to make a clear and efficient call to emergency services if necessary	Basic first aid			4*							
concepts of basic first-aid, for example dealing with common injuries, including head injuries											



Pupils should know:		Year 3					Year 4				
		<a href="#">Families 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>	<a href="#">Families 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>
what constitutes a healthy diet (including understanding calories, and nutritional content).	Healthy eating		6*								
the principles of planning and preparing a range of healthy meals											
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)	Drugs, alcohol and tobacco		6*								
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				6, 7*					8*		
how to make a clear and efficient call to emergency services if necessary	Basic first aid			1*, 2					3		
concepts of basic first-aid, for example dealing with common injuries, including head injuries				1*, 2					3		

Pupils should know:		Year 5					Year 6				
		<a href="#">Families 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>	<a href="#">Families 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>
what constitutes a healthy diet (including understanding calories, and nutritional content).	Healthy eating		6*					7			
the principles of planning and preparing a range of healthy meals			6*					7			
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)	Drugs, alcohol and tobacco		6*					7			
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				7*					1*		
how to make a clear and efficient call to emergency services if necessary	Basic first aid			6*					7, 8*		
concepts of basic first-aid, for example dealing with common injuries, including head injuries				6*					7, 8*		

Pupils should know:		Year 1					Year 2				
		<a href="#">Families 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>	<a href="#">Families 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>
how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Health and prevention										
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*			
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	Changing adolescent body		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.											

Pupils should know:		Year 3					Year 4				
		<a href="#">Families 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>	<a href="#">Families 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>
how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Health and prevention										
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer											
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn											
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups to the dentist			6*					1*			
about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing											
the facts and science relating to allergies, immunisation and vaccination	Changing adolescent body										
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.									6, 7*		
about menstrual wellbeing including the key facts about the menstrual cycle.											

Pupils should know:		Year 5					Year 6				
		<a href="#">Families 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>	<a href="#">Families 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>
how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Health and prevention							8*			
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer			7*								
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn			2*					7			
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups to the dentist											
about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing								6*			
the facts and science relating to allergies, immunisation and vaccination	Changing adolescent body							6*			
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.				3*, 4*, 5					4*		
about menstrual wellbeing including the key facts about the menstrual cycle.				4*					5		

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

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

## Cross-curricular links - Key stage 2

National curriculum subjects	Kapow Primary topics Key stage 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="#">Citizenship</a>	<a href="#">Economic wellbeing</a>
<b>English</b>	<b>Spoken language</b> - working collaboratively to solve problems, role-playing, developing listening skills <b>Writing</b> - writing a comic book story	<b>Reading</b> - recognising kenning poems and their structure, discussing a character from a story. <b>Writing</b> - writing a kenning poem about themselves	<b>Spoken language</b> - role playing a call to 999 and scenarios	<b>Reading</b> - retrieving information from a non-fiction text <b>Spoken language</b> - taking part in collaborative decision making	<b>Spoken language</b> - coming up with scenarios
<b>Maths</b>					<b>Measurement</b> - budgeting money
<b>Science</b>		<b>Animals, including humans</b> - learning what a balanced diet is and the benefits of good oral hygiene.			
<b>Art and design</b>	Designing an advert, considering colour	Drawing themselves as a superhero	Creating a collage		
<b>Computing</b>		Using the internet to research	Learning to be kind online, about cyberbullying and fake emails		
<b>Geography</b>				Considering how recycling benefits the environment, land-use in the local area.	
<b>PE</b>		Carrying out yoga stretches			



## Cross-curricular links - Key stage 2

National curriculum subjects	Kapow Primary topics Key stage 2 - Year 4				
	<a href="#">Families 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>	<b>Reading</b> -inferring characters' feelings and motives from their actions, exploring fictional characters, researching a person <b>Spoken language</b> - listening and speaking respectfully to adults role- playing how to speak to the bereaved.	<b>Spoken language</b> - Creating a rap, poem or advert about keeping teeth healthy, building vocabulary around emotions. <b>Reading</b> - considering the message of a story about growth mindset, considering characters' feelings. <b>Writing</b> - writing a job application	<b>Spoken language</b> - Holding a debate, having collaborative conversations	<b>Spoken language</b> -Role playing an MP surgery meeting.	
<b>Maths</b>					<b>Solve number and practical problems</b> - keeping track of money
<b>Science</b>		<b>Animals, including humans</b> -learning about how to keep teeth healthy	<b>Animals, including humans (Y5)</b> - learning about the changes that happen in puberty		
<b>Art and design</b>			Choosing their medium to create a self-portrait		
<b>Computing</b>	Discussing online friendships, using the internet to research		Learning about sharing online and search engines	Researching community groups	
<b>Geography</b>				Considering how re-using benefits the environment	

## Cross-curricular links - Key stage 2

National curriculum subjects	Kapow Primary topics Key stage 2 - Year 5				
	<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>	<b>Writing</b> - writing a letter to a problem page, writing a response, writing a newspaper report <b>Reading</b> - inferring characters' feelings <b>Spoken language</b> - asking relevant questions	<b>Spoken language</b> - preparing a video guide about a good night's sleep <b>Writing</b> - writing a script for their video, writing a 'choose your destiny' story.		<b>Spoken language</b> - having a mock trial <b>Reading</b> - summarising points when reading about people who have helped the community	
<b>Maths</b>		<b>Number and place value</b> - attempting some maths problems to learn about resilience <b>Addition and subtraction</b> - working out calories in a meal by adding			<b>Measurement</b> - learning to track income and expenditure, devising a budget
<b>Science</b>		<b>Animals, including humans (Y6)</b> - understanding what a healthy meal consists of	<b>Animals, including humans</b> - describing the changes during puberty, learning about menstruation, learning about alcohol and drugs (Y6)		
<b>Art and design</b>	Decorating a shield creatively				
<b>Computing</b>	Using the internet to research		Considering online friendship, learning how to stay safe online	Considering freedom of expression when online	
<b>Geography</b>				Learning the importance of reducing the use of materials	
<b>History</b>	Learning the history of marriage and how attitudes to gender have changed				
<b>PE</b>		Practising yoga stretches			

## Cross-curricular links - Key stage 2

National curriculum subjects	Kapow Primary topics Key stage 2 - Year 6					
	<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>	<a href="#">Identity</a>
<b>English</b>	<b>Spoken language</b> - creating a piece of media to encourage thinking about stereotypes <b>Writing</b> - writing a guide to resolving conflict <b>Reading</b> - discussing a book about loss and grief	<b>Spoken language</b> - acting in role as a doctor or nurse explaining why immunisation is important.		<b>Writing</b> - writing a story or newspaper article based on the story of Malala Yousafzai, writing a letter to a government minister,		
<b>Maths</b>						
<b>Science</b>		<b>Animals, including humans</b> - planning for a healthy lifestyle, identifying good and bad habits	<b>Animals, including humans</b> - learning about the impact of alcohol and drugs (Y6), knowing some of the changes of puberty			
<b>Computing</b>		Learning about the impact of screen time on our health	Learning how to check if something online is true, knowing to treat people respectfully on social media	Researching a person on the internet	Learning some ways to use online banking safely	
<b>Geography</b>				Considering the environmental impact of food imports/exports		
<b>Music</b>		Listening to a song to prompt discussion				

## 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
30.01.23	EYFS units added.