



Waterhouses CE Primary Academy and Nursery

“Let your light shine”

Make your light shine, so others will see the good you do and will praise your Father in heaven. Matt 5 v 16

Planning Overview for PSHE and RSE 2026 – 2027

Based on the new KAPOW scheme of work

Class/Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nursery/Reception 2026/7	<u>Self – regulation: My feelings</u> 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.	<u>Building relationships: Special relationships</u> 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.	<u>Managing self: Taking on challenges</u> 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.	<u>Self-regulation: Listening and following instructions</u> 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.	<u>Building relationships: My family and friends</u> 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.	<u>Managing self: My wellbeing</u> 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.
Year 1 and 2 Otters 2026/7	<u>Connecting with others: How can I help myself and</u>	<u>The online world: How do we spend time online?</u>	<u>Health protection: How can I protect</u>	<u>Staying safe: How can I stay safe?</u>	<u>Connecting with others: How can I build safe, kind</u>	<u>The online world: How can we stay safe online?</u>



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	<u>others feel happy and safe?</u> Identifying what makes them 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.	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.	<u>myself and others in daily life?</u> Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practicing how to get medical help. Pupils investigate how germs spread, practice 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.	<u>and caring relationships with others?</u> 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.	Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real. Pupils apply their understanding by identifying safe and unsafe online situations, evaluating online content and explaining how to respond safely when they need help.
Year 3 Penguins 2026/7	<u>My healthy self:</u> <u>How can I take care of my mind and body?</u>	<u>Connecting with others:</u> What helps us feel safe and included?	<u>The online world:</u> <u>How should we communicate online?</u>	<u>Citizenship: What rights and responsibilities do we have?</u>	<u>Health protection:</u> <u>How can we prevent illness and injury and</u>	<u>Citizenship: What careers do people choose and why?</u>



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	Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.	Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practice ways to repair friendships and identify different types of bullying and how to respond to them.	Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online.	Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.	<u>respond if they happen?</u> Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practicing basic first aid and learning when to call 999.	Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace.
Years 4/5/6 White Tigers 2026/7	<u>My healthy self:</u> <u>How can I make healthy choices?</u>	<u>Connecting with others:</u> <u>How can we respect each other?</u>	<u>The online world:</u> <u>How can we decide what to trust online?</u>	<u>Citizenship: How can I spend money wisely?</u>	<u>Growing up: How will my body and emotions change as I grow up?</u>	<u>Staying safe:</u> <u>What signs help me recognise</u>



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Based on Year 4 scheme of work	Understanding how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration. Pupils identify strategies for developing a growth mindset and recognise how acts of kindness and helping others can have a positive impact on themselves and those around them.	Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practice responding to bullying and learn how stereotypes can negatively affect people and communities.	Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.	Learning about managing money by examining the different ways people pay for goods and services, including cash and cards. Pupils develop an understanding of budgeting, value for money and financial decision-making, while considering how money can influence people's feelings and choices.	Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.	<u>what is safe or unsafe?</u> Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.
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