



How RSE & PSHE is taught at Swindon Village Primary School



Intent, Implementation and Impact

PSHE at Swindon Village Primary School

Curriculum Intent

At Swindon Village, we have chosen to follow the PSHE Kapow scheme. PSHE stands for Personal, Social, Health and Economic Education. RSE stands for Relationships and Sex Education. RSE & PSHE education helps pupils maintain their mental and physical health and understand the various factors that influence their wellbeing. They learn how to build strong and supportive relationships, how to keep themselves safe in various situations and how to make thoughtful decisions about money, health and the online world.

Pupils may receive mixed messages about these topics from friends, siblings, social media and the wider world. High-quality RSE & PSHE ensures every child receives clear, accurate and age-appropriate teaching so they can make safe and informed choices as they grow.

This scheme of work is organised into strands and key areas to ensure a broad and balanced curriculum. Key areas group Year 1-6 learning into meaningful themes and ensure that all statutory content is covered. The strands run from Reception to Year 6, demonstrating how pupils develop lifelong skills in managing themselves, regulating their emotions, building positive relationships and thinking critically. Together, the strands and key areas help pupils revisit important ideas over time, building their confidence and understanding in a structured way.

The RSE & PSHE scheme has been designed to reflect the diversity of modern society, ensuring all pupils feel respected and represented. Lessons include scenarios featuring a wide range of characters and perspectives, allowing pupils to encounter different cultures, family structures, household situations, neurotypes and economic backgrounds. This approach helps pupils recognise that everyone's circumstances are different and encourages them to treat others with understanding and respect.

EYFS into KS1

The scheme supports a smooth transition from EYFS into KS1 by building on how young children learn in Reception. EYFS lessons use open prompts, stories and guided conversation to help pupils name feelings, talk about their experiences and begin to understand how others might feel. Teachers observe pupils' responses to assess understanding, noticing whether pupils can recognise emotions, explain their thinking or relate situations to their own lives. This approach reflects the EYFS characteristics of effective learning, which emphasise active engagement, exploration and early critical thinking.

As pupils move into KS1, the scheme introduces more structured discussion, reflection and simple decision-making, helping pupils draw on these early habits of learning while gradually adapting to more formal approaches.

Curriculum implementation

In the RSE & PSHE curriculum, a unit is a half-term block of learning. There is one unit per half-term throughout the school year, with each unit comprising six lessons, reflecting the typical length of a half-term in the UK. Lessons within a unit are carefully sequenced to build knowledge and understanding over time.

Each unit focuses primarily on one of the key areas of learning (or strands in EYFS), helping to ensure clear structure and full coverage of the statutory guidance. While there are natural overlaps between areas, organising learning in this way supports coherence and progression.

Each unit from Year 1-6 revolves around a central question that pupils should be able to answer by the end, drawing together what they have learned. Each individual lesson is also framed as a question, helping pupils understand the lesson's focus. This structure allows them to reflect on how they have met the lesson's objectives by the end

Lessons across the RSE & PSHE scheme follow a consistent structure, which is also used across all Kapow Primary subjects. This is a deliberate design choice to reduce cognitive overload for both pupils and teachers.

For pupils, a familiar lesson structure helps them focus on the learning itself, rather than on understanding new routines or expectations. For teachers, consistency supports confidence and efficiency, making planning and delivery more manageable, particularly when teaching sensitive or complex content.

In Reception, the lesson structure is adapted to reflect the different ways pupils learn at this stage, with approaches that are appropriate to the EYFS and support early development

The RSE & PSHE scheme is built around a *spiral curriculum* model. The key areas of the curriculum are revisited regularly, ensuring that pupils return to important themes such as relationships, health, safety, online life and growing up throughout their primary education.

By revisiting these key areas over time, pupils build on prior learning in a way that reflects their increasing maturity, understanding and lived experience. This supports secure knowledge development and helps pupils apply learning to real-life situations as they arise.

- **Revisiting key concepts** – core ideas such as boundaries, friendships, wellbeing and seeking help are explored across multiple key areas and year groups, with learning framed in age-appropriate contexts.
- **Increasing depth and sensitivity** – concepts are introduced simply and then developed in more detail, allowing pupils to explore more complex or sensitive aspects as they grow older.
- **Supporting retention** – regular revisiting of key areas and concepts reinforces key messages and vocabulary, helping learning to stick over time.

- **Developing skills over time** – pupils practise and refine skills linked to the strands of self-regulation, managing self, building relationships and critical thinking. These are revisited across different key areas and contexts, supporting pupils to apply their learning consistently and confidently.

Curriculum Impact

In RSE & PSHE, pupil outcomes go beyond pupils being able to recall key knowledge or demonstrate specific skills in the classroom. The curriculum is designed to support pupils' confidence, wellbeing and the way they interact with others in everyday situations.

These aspects of learning develop gradually over time and can be harder to measure. When taught consistently as part of a well-sequenced curriculum, schools may notice changes in pupils' attitudes, choices and behaviour across school life

Much of pupils' learning in RSE & PSHE is not captured through written outcomes. Instead, progress is often evident through pupil talk, class discussions, role play and the way pupils apply learning in everyday situations across school life. This may include how pupils communicate with others, manage emotions, resolve conflict or make safer choices