The Skylark Federation Curriculum for: RSE & PSHE

consensus, end points, planned and sequenced, local context, breadth, ambition for all pupils

The purpose of Relationships and Sex Education and Personal, Social and Health Education is: to equip every child with the knowledge, skills, and character needed to navigate the modern world safely, confidently, and responsibly. We aim to foster emotionally resilient, respectful, and healthy individuals who understand how to form positive relationships and contribute meaningfully to society. As a Church school, our curriculum is fundamentally grounded in our Christian values of Faith, Hope, and Love:

- Faith: Cultivating self-worth, trust, and belief in oneself and others.
- Hope: Inspiring resilience, optimism, and the confidence to overcome challenges.
- Love: Nurturing compassion, empathy, and respect for diversity in all relationships.

While our primary purpose is to prepare all pupils - regardless of background - for physical, mental, and social well-being, our Christian ethos ensures that every child is known, valued, and encouraged to flourish as a unique individual.

Federation Values		
Faith	Love	Hope

Dimensions of Student Achievement		
Mastery of knowledge and skills	Character	High Quality Student Work

Model of Learning				
Real World Curriculum	Student-Centred Assessment	High Quality Instruction	Leadership at all Levels	Culture and Character

Curriculum Principles				
The Primacy of Self-Discovery	The Having of wonderful ideas	The Responsibility for Learning	Empathy and Caring	Success and Failure
Collaboration and Competition	Diversity and Inclusion	The Natural World	Solitude and Reflection	Service and Compassion

Resources and guidance for teachers	
DfE Statutory Guidance (September 2026)	

End points

The intent of our curriculum (knowledge and skills)		
Early Learning Goals Children at the expected level of development will:	**By the end of Key Stage 1 students will know/understand/ be able to:**	**By the end of Key Stage 2 students will know/understand/ be able to:**
Self-Regulation: Express their feelings appropriately, show awareness of the feelings of others, and begin to moderate their own behavior in social situations. **Managing Self:** Show resilience and perseverance in the face of challenge, understand basic hygiene rules (handwashing, toothbrushing), and manage their basic personal needs independently. **Building Relationships:** Form positive, respectful attachments with adults and peers, work cooperatively with others, and demonstrate kindness and fair play. **Personal Safety Basics**: Identify trusted adults in school and at home who can help them if they feel worried, unsafe, or upset.	**Relationships & Kindness:** Recognize what makes a good friend, understand the importance of kindness and respect, and understand that families can look different (including single-parent, same-sex, foster, and adoptive families). **Respect & Boundaries:** Recognize the difference between safe/unsafe touch, understand the concept of personal privacy (including private body parts), and know how to seek help if something feels wrong. **Personal Safety & Environment:** Demonstrate basic safety rules in everyday environments—including road, railway, and water safety—and understand simple hazard awareness in public spaces. **General & Emotional Wellbeing:** Identify and name a range of emotions, recognize simple self-care techniques for mental health, and understand habits that keep the physical body healthy (diet, sleep, movement). **Early Online Safety:** Understand that information shared online is visible to others, recognize age restrictions on media, and know to report anything online that makes them feel confused or uncomfortable.	**Relationships & Respect:** Understand what constitutes a healthy, respectful relationship (in person and online), challenge stereotyping/discrimination, and recognize that violence or bullying is never acceptable. **Growing & Changing Bodies:** Understand human reproduction, the physical and emotional changes of puberty, and practical ways to manage personal hygiene and changing feelings with confidence. **Digital Literacy & Online Harms:** Critically evaluate online content (distinguishing between online representations and reality), manage personal data settings, and recognize online risks such as gaming monetization, scams, and financial harms. **Personal Safety & Risk Management**: Apply safety strategies independently across various contexts (road, rail, water, and emergency situations) and identify pathways to report harm, harassment, or coercion. **Health & Financial Wellbeing:** Understand factors influencing physical health and mental wellbeing (including managing grief, loneliness, and stress), basic first aid (CPR and emergency calls), and early concepts of financial responsibility and safety.

Our ambition for RSE and PSHE:
Our ambition is to deliver an empowering curriculum that equips pupils with the real-world skills, critical thinking, and emotional literacy required to navigate modern life safely and purposefully. We aim to cultivate a school culture where consent, kindness, digital safety, and well-being are naturally woven into daily life. Underpinned by our Christian values of faith, hope, and love, we strive to build a community where every pupil feels valued, respects others, and possesses the resilience to embrace opportunities and overcome life's challenges.

How our local context is weaved into the curriculum As small, rural village Church schools, our RSE and PSHE curriculum is intentionally designed to broaden our pupils' horizons beyond our immediate community. Guided by our value of love, we actively introduce children to diverse family structures, cultures, and global perspectives, ensuring they learn that every individual is valued. To prepare pupils for the transition to larger secondary environments, our curriculum builds emotional literacy, digital safety, and social resilience, instilling the hope and confidence needed to navigate bigger social worlds. Grounded in faith, we harness our close-knit setting and natural surroundings to cultivate self-worth, community stewardship, and the skills needed to flourish in modern Britain.

Curriculum Sequence

Appleshaw subject sequencing KImpton subject sequencing This sequence of learning outlines what will be taught and when.

Schemes of learning

We have created a sequence of schemes of learning to ensure that RSE and PSHE is effectively planned and sequenced. Schemes are based on our progression in skills and knowledge using the Kapow published schemes which focuses on the core themes of: families and relationships, health and wellbeing, safety and the changing body, citizenship, and economic wellbeing. It is fully compliant with the Relationships and Health Education guidelines (DfE), plus non-statutory sex education and citizenship

The schemes of learning provide teachers with the key objectives, prior learning, future learning, key vocabulary, assessment indicators and ideas for teaching and gathering evidence of learning they need to help us ensure that our curriculum is implemented effectively and produces students who can demonstrate proficiency in the subject. Teachers are responsible for making links with other subjects, where possible.

Half Term	1	2	3	4	5	6
R	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1&2	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay
	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3&4	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5 &6	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
	My Healthy Self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?

Note: The order of the units varies depending on whether the school uses single or mixed age group planning. See Curriculum Sequence document for each school.

Progression of knowledge and skills (summarised from Kapow 2026)

	R	Year 1 &2	Year 3 & 4	Year 5 & 6
My Healthy Self	Express core emotions and practice kindness. Develop basic hygiene, nutrition, and rest habits.	Recognise emotions via body language and facial cues. Establish sleep, exercise, and dental routines.	Articulate complex emotions, behaviour, and empathy. Understand balanced diets and physical fitness.	Regulate emotions and access mental health support. Evaluate food labels and long-term health goals.
Connecting with Others	Learn sharing, turn-taking, and kindness. Identify trusted adults and express boundaries.	Understand diverse families and active listening. Recognise bullying and use personal boundaries.	Navigate challenges and take accountability. Challenge stereotypes and identify unsafe secrets.	Identify unhealthy relationships and use assertive communication. Understand marriage and the right to consent.
The Online World		Apply social rules to online connections. Report scary content and protect personal data.	Understand cyberbullying and screen time impact. Evaluate online accuracy and report upsetting content.	Analyse how digital content affects self-esteem. Use blocking and reporting to manage online risks.
Citizenship	Express opinions and follow rules for self-efficacy. Distinguish right from wrong in social situations.	Learn how rules and voting ensure fairness. Identify community groups and learn basic finance.	Connect skills to careers and challenge stereotypes. Understand rights and responsibilities in governance.	Examine how laws protect rights and Parliament works. Manage money by distinguishing needs from wants.
Staying Safe	Follow instructions for home and walking safety. Recognise discomfort and seek help from adults.	Identify anatomical terms for private parts and safe touch. Master road/water safety and dialling 999.	Recognise grooming and navigate boundaries. Understand health/legal impacts of medicines and alcohol.	Assert consent and identify manipulative tactics. Access emergency support systems like Childline.
Growing Up	Identify daily tasks for independent completion. Recognise how bodies grow and change.	Use anatomical terms and understand privacy. Appreciate and respect that every body is unique.	Understand physical and emotional shifts in adolescence. Learn practical menstruation and hygiene management.	Understand reproductive organs and the lifecycle. Challenge boundary-crossing with confidence.
Sex Education	n/a	n/a	n/a	**Year 6 only (non=-statutory)** Understand reproduction, conception, and consent laws. Explore family-building and caregiving responsibilities.
Health Protection	Practice handwashing and autonomy in self-care. Ask trusted adults for assistance with needs.	Identify how germs spread and use sun safety. Distinguish minor injuries from 999 emergencies.	Understand vaccinations and medical disease prevention. Master first aid for choking, bleeding, and burns.	n/a
Further First Aid				Year 6 only (non-statutory) Perform CPR and use AEDs in emergencies. Master tools like the 55 Silent Solution for 999.