

PSHE / RSE EYFS and Key Stages 1 and 2 overview ROUTE 1 (KAPOW)

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A	Top-ics	Family and Relationships	Health and Wellbeing	Safety and Changing Body	Citizenship	Economic Wellbeing	RSE (HTO), VFS, SCIENCE, Transition
	Solar Objectives	Context: Solar Statements EYFS / FLS in development	Context: Solar Statements EYFS / FLS in development	Context: Solar Statements EYFS / FLS in development	Context: Solar Statements EYFS / FLS in development	Context: . Solar Statements EYFS / FLS in development	Context: Solar Statements Science: EYFS / FLS in development
		Banding FLS-6	Banding FLS-6	Banding FLS-6	Banding FLS-6	Banding FLS-6	
B	Top-ics	Family and Relationships	Health and Wellbeing	Safety and Changing Body	Citizenship	Economic Wellbeing	RSE (HTO), VFS, SCIENCE, Transition
	Solar Objectives	Context: Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair. Solar statements 1. I can show an understanding that families can be different and the characteristics of a family. 2. I can show what characteristics impact a positive friendship. 3. Understand that people show feelings differently and how to manage our feelings.	Context: Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy. Solar Statements 4. Understand the importance of respect. 5. I can show how germs are spread. 6. I can identify personal hygiene procedures and how to stay safe e.g. sunscreen, speaking to doctors).	Context: Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe. Solar Statements 7. I can identify key adults and how to talk to them appropriately. 8. Understand the people who can keep me safe in the community. 9. I can identify appropriate touch and understand personal boundaries.	Context: Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy. Solar Statements 10. I can show an understanding of rules. 11. I can show an understanding of how we are the same and different to other people. 12. I can demonstrate how we look after the school environment.	Context: Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of jobs roles in schools. Solar Statements 13. I can demonstrate an understanding of money. 14. Understand how money can be kept safe. 15. I can show an understanding of the differences between wants and needs.	Context: Helping Year 1 pupils with the transition to a new year and the changes that come with it. Solar Statements Science: RMS Science Biology Animals including Humans Step 1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (RSE curriculum link)
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C	Top-ics	Family and Relationships	Health and Wellbeing	Safety and Changing Body	Citizenship	Economic Wellbeing	RSE (HTO), VFS, SCIENCE, Transition
	Solar Objectives	<p>Context: Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair. Looking at conventions of manners and developing an understanding of self-respect.</p> <p>Solar Statements</p> <ol style="list-style-type: none"> 1. I can show an understanding of how families can look after us. 2. I can identify how people show their feelings. 3. I can identify how friendships can make us feel and ways to resolve problems in friendships. 	<p>Context: Understanding emotions, setting achievable goals and considering how to overcome difficulties, learning about the importance of activity, a healthy diet and relaxation for our wellbeing, learning how to look after our teeth.</p> <p>Solar Statements</p> <ol style="list-style-type: none"> 4. I can identify some of my personal strengths. 5. I can identify some ways to overcome barriers. 6. I understand the benefits of being physically active and having a healthy diet. 	<p>Context: Learning how to communicate safely with adults; learning Branches to crossing the road safely; considering hazards at home; identifying which substances should or should not go in the body; learning what to do when lost; being aware of some of the risks associated with the internet; learning about appropriate and inappropriate contact.</p> <p>Solar Statements</p> <ol style="list-style-type: none"> 7. I can show an understanding of how to respond to adults politely and safely. 8. I can identify some of the dangers at home and how they can be avoided. 9. I can show an understanding of the concept of privacy and the correct vocabulary of body parts. 	<p>Context: Considering why we have rules; identifying similarities and differences between ourselves and others; understanding the needs of animals and younger children; beginning to understand how voting gives a democratic decision and how the school council works; learning how to share my opinion on an issue.</p> <p>Solar Statements</p> <ol style="list-style-type: none"> 10. I can show an understanding of the importance of rules. 11. I understand the needs of other people who are both older and younger than me. 12. I can identify ways to appropriately share my opinion. 	<p>Context: Understanding what money is and different ways that children and adults get it; recognising the difference between needs and wants; considering why different people make different choices about spending and saving money; exploring banks and building societies; understanding that skills and interests influence career choices.</p> <p>Solar Statements</p> <ol style="list-style-type: none"> 13. I understand what money is and where it comes from. 14. Identify how people make different choices between spending and saving. 15. I can show an importance of the use of banks. 	<p>Context: An end of year transition lesson where Year 1 consider the skills they have developed throughout the year whilst Year 2 ask questions to help them deal with the change ahead.</p> <p>Solar Statements</p> <p>Science:</p> <p>RMS Science Biology Animals including Humans Step 2 notice that animals, including humans, have offspring which grow into adults (RSE curriculum link)</p> <p>RMS Science Biology Animals including Humans Step 2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (RSE curriculum link)</p>
		Banding 1-6	Banding 1-6	Banding 1-6	Banding 1-6	Banding 1-6	Banding 1-6
D	Topics	Family and Relationships	Health and Wellbeing	Safety and Changing Body	Citizenship	Economic Wellbeing	RSE (HTO), VFS, SCIENCE, Transition
	Solar Objectives	<p>Context: Learning about how to deal with friendship issues and identifying bullying and its effects, learning about the issues with stereotyping, considering physical and emotional boundaries and who to trust, thinking about how to support someone who has suffered a bereavement.</p> <p>Solar Statements</p> <ol style="list-style-type: none"> 1. Identify how friendships have ups and downs and how these can be resolved 2. I understand the impact of bullying. 3. Understand the importance of trust in a positive relationship. 	<p>Context: Learning about how to stay healthy and how our diet affects our bodies and our teeth, identifying our strengths, learning how to celebrate mistakes and develop a growth mind-set, considering how we can increase our happiness</p> <p>Solar Statements</p> <ol style="list-style-type: none"> 4. Understand how you can plan for a healthy lifestyle including; activity, rest and diet. 5. I can identify my own strengths and how they can effect others. 6. I understand why it is important to take responsibility for my own happiness. 	<p>Context: Learning about being kind and staying safe online; learning how to identify and deal with cyberbullying; understanding the difference between secrets and surprises; learning how to treat bites and stings; considering who influences our choices; learning about road safety and how to call the emergency services.</p> <p>Solar Statements</p> <ol style="list-style-type: none"> 7. I can identify what being kind online looks like. 8. I understand the benefits and risks of sharing material online. 9. I can show and understanding of privacy and the difference between secrets and surprises. 	<p>Context: Learning about the importance of reusing and recycling; considering groups in the local community; understanding the role of the local council; understanding why we have rules and the consequences of breaking them; knowing about the rights that children have and human rights in general.</p> <p>Solar Statements</p> <ol style="list-style-type: none"> 10. I can identify the groups that make up our community. 11. I can begin to understand the rights I have as a child. 	<p>Context: Considering spending decisions; learning about how to create a budget; recognising that money affects how we feel and how we feel when money is lost .</p> <p>Solar Statements</p> <ol style="list-style-type: none"> 12. I can identify how to put together a budget. 13. I can show there are a range of jobs available and think about a job I may want to do. 14. I can show an understanding of stereotypes in the work place. 	<p>Context: This transition lesson is designed to help pupils with the change that comes from moving year groups. Year 3s consider targets for the following year.</p> <p>Solar Statements</p> <p>Science:</p> <p>RMS Science Biology Animals including Humans Step 3 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (RSE curriculum link)</p> <p>RMS Science Biology Animals including Humans Step 3 identify that humans and some other animals have skeletons and muscles for support, protection and movement (RSE curriculum link)</p>
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	Solar Objectives	<p>Context: Learning about how to deal with friendship issues and the difference between these problems and bullying, understanding that families are different but they support each other, learning about the issues with stereotyping and reflecting on how we communicate with others.</p> <p>Solar Statements</p> <ol style="list-style-type: none"> 1. I can recognise how stereotypes are present in everyday life. 2. I can identify how my behaviour can have an impact on others. 3. I can understand courtesy and manners in a range of situations. 	<p>Context: Learning how to look after our teeth, practising visualisation as a way to relax, considering our strengths and future career options, learning how to break down barriers to help us achieve a goal, identifying a range of emotions and understanding the term 'mental health.'</p> <p>Solar Statements</p> <ol style="list-style-type: none"> 4. I can identify ways in which I can improve my lifestyle. 5. I can identify my own strengths and areas for development, and how to break down barriers into achievable goals. 6. I can show an understanding of mental health. 	<p>Context: Learning how to spot fake emails; understanding the purpose of age restrictions online; evaluating online searches; considering the risks of smoking and the influences that affect our choices; learning how to deal with someone having an asthma attack; learning about road safety and how to call the emergency services (Y3); thinking about how our bodies change as we go through puberty (Y4)</p> <p>Solar Statements</p> <ol style="list-style-type: none"> 7. I can show an understanding of how age restrictions are designed to protect us. 8. I can explain why not all information on search engines is valuable. 9. I can identify the physical differences between children and adults. 	<p>Context: Learning about the importance of reusing and recycling; considering community groups in the local area; learning about the role of the local council; understanding the value of diversity in a community; understanding their rights as a child; considering different ways to support charities.</p> <p>Solar Statements</p> <ol style="list-style-type: none"> 10. I can identify the environmental benefits of recycling and reusing. 11. I understand the value of diversity in a community. 12. Understand how charities care for others and how people can support them. 	<p>Context: Introduction to creating a budget and learning about: the emotional impact of money, the spending choices that we make and why and thinking about potential jobs and careers.</p> <p>Solar Statements]</p> <ol style="list-style-type: none"> 13. I show an understanding of the importance of keeping track of money. 14. I can consider positive and negative factors that can influence peoples careers choices. 15. I can show an understanding of how to look for a job. 	<p>Context: This end-of-year lesson supports children with the transition between year groups. Year 3 pupils create goals to aim for in Year 4, whilst Year 4 pupils consider the strategies that they can use to deal with change.</p> <p>Solar Statements</p> <p>Science:</p> <p>RMS Science Biology Living Things and their Habitats Step 4 recognise that living things can be grouped in a variety of ways (RSE curriculum link)</p>
		Banding 1-6	Banding 1-6	Banding 1-6	Banding 1-6	Banding 1-6	
F	Top-ics	Family and Relationships	Health and Wellbeing	Safety and Changing Body	Citizenship	Economic Wellbeing	RSE (HTO), VFS, SCIENCE, Transition
	Solar Objectives	<p>Context: Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement.</p> <p>Solar Statements</p> <ol style="list-style-type: none"> 1. I understand how to form and maintain positive relationships. 2. I can show an understanding of self respect. 3. Explore other peoples attitudes and ideas and begin to challenge them. 	<p>Context: Learning about the importance of relaxation and sleep; understanding how to cope with failure; learning how to set goals and how to achieve goals; taking precautions while in the sun; healthy meals and ingredients; learning about different emotions and possible ways of dealing with a difficult situation.</p> <p>Solar Statements</p> <ol style="list-style-type: none"> 4. I can identify the positives of failing. 5. I know how to set short, medium and long term goals. 6. I know how to take responsibility for my own actions and feelings. 	<p>Context: Learning about online friendships and how to stay safe online; drugs, alcohol and tobacco and the influences that others have on us; how to deal with a choking emergency and understanding puberty and menstruation (Y5) and conception, pregnancy and birth (Y6).</p> <p>Solar Statements</p> <ol style="list-style-type: none"> 7. I understand online friendships and how to stay safe online. 8. I can show an understanding of how others can have an impact on us and how we can make our own decisions. 9. I can show an understanding of the key changes during puberty. 	<p>Context: Understanding what happens when the law is broken; learning how to recognise and challenge discrimination; understanding the waste hierarchy; recognising the contribution people make to our community; exploring the link between rights and responsibilities; learning how parliament works.</p> <p>Solar Statements</p> <ol style="list-style-type: none"> 10. I can show an understanding of the key processes during the menstrual cycle. 11. I can identify some of the consequences of breaking the law. 12. I can identify prejudice and discrimination and learn how this can be challenged. 	<p>Context: .Developing understanding about income and expenditure, borrowing, risks with money and researching different careers and considering the routes into them.</p> <p>Solar Statements</p> <ol style="list-style-type: none"> 13. I can recognise the contribution people make to the community. 14. I can understand some of the risks associated with money. 15. I can identify some of the amounts of money you can earn doing different jobs. 	<p>Context: In this end-of-year transition lesson, pupils consider the opportunities that their new year group brings and Year 6 pupils also express their worries about the move to secondary school.</p> <p>Solar Statements</p> <p>Science:</p> <p>RMS Science Biology Living Things and their Habitats Step 5 describe the life process of reproduction in some plants and animals (RSE curriculum link)</p> <p>RMS Science Biology Animals including Humans Step 5 describe the changes as humans develop to old age (RSE curriculum link)</p>
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