



## Knowledge and skills: Introduction

At Polehampton, we first considered the concept of knowing more, doing more and remembering more. Therefore, from our research, we have a shared and consistent understanding of different types of knowledge. Each subject will have a different ratio of distribution for these types of knowledge, and the types of knowledge can (and most often do) intersect.

**1. Knowledge** refers to the body of facts, information, understanding, principles and concepts etc. of a subject. In other words, this could be referred to as the main component knowledge that pupils might learn (e.g. a specific breathing technique or ways to save money), as well as the understanding that pupils may develop about how those facts were established (aka disciplinary knowledge). Finally, as well as considering how a fact was established, we may also consider its degree of certainty and how it continues to be revised. Pupils need to know information in some form in every subject, even in practical subjects, because there will be an element of theory behind the skill that can be shown/displayed.

**2. Skills** refers to the techniques required to complete a procedure or task. It is the 'know how' of the processes required in a subject (e.g. the actual skill of being empathetic or asking supportive questions). Skills are often incremental and require regular practice. It is about being able to know how to actually demonstrate that skill or procedure.



Polehampton's Infographic on Knowledge and Skills

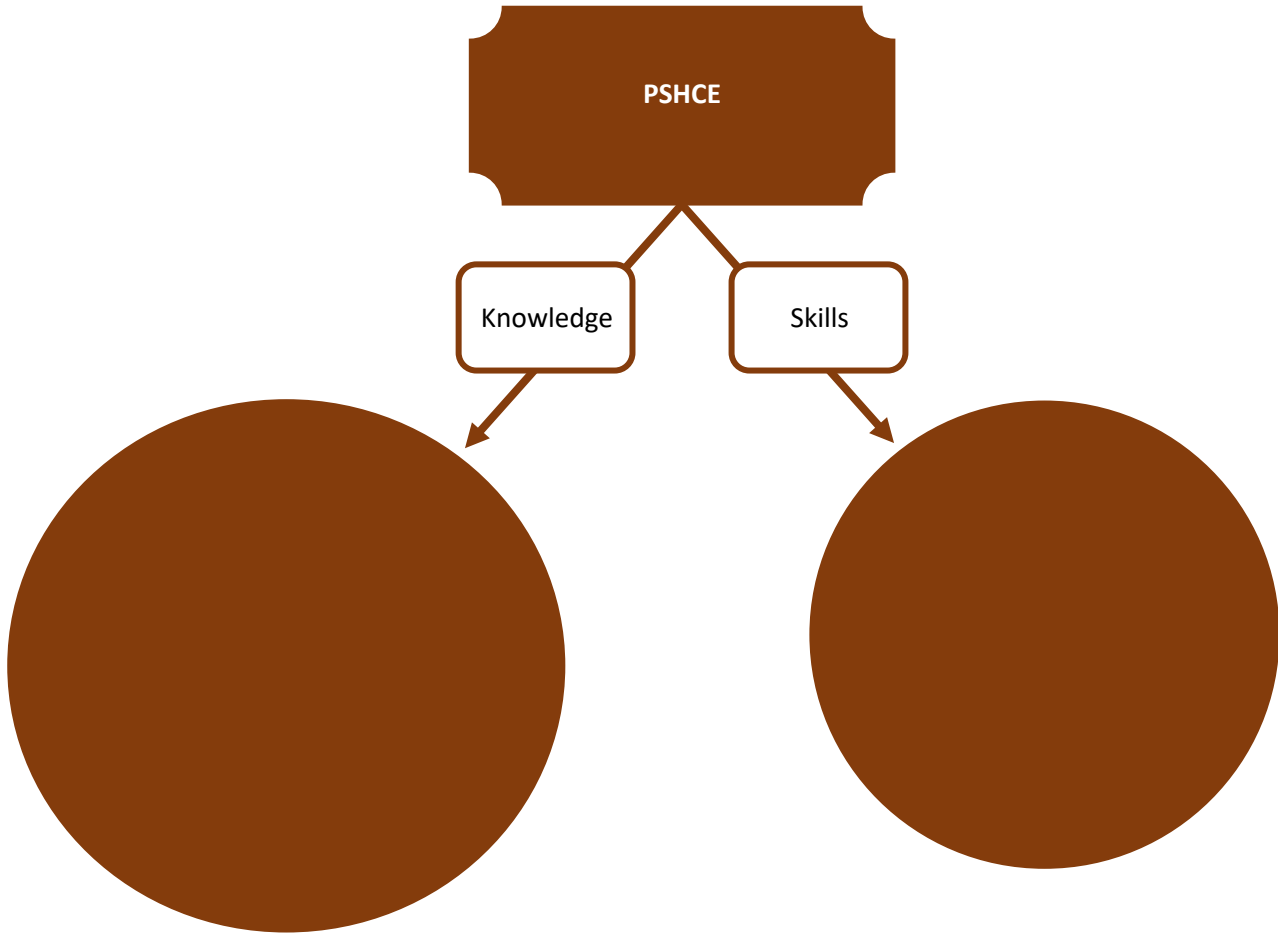
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## Knowledge distribution

We recognise that different subjects have different weightings of knowledge and skills. The infographic below highlights what we consider to be the ratio of each form of knowledge within this subject:



## Our vision

At our school, PSHCE is a vital part of the curriculum that equips pupils with the knowledge, skills and understanding they need to lead confident, healthy, safe, and responsible lives – both now and in the future. Guided by the National Curriculum and enriched through the Kapow PSHE programme, our vision is to nurture emotionally literate, resilient and reflective individuals who can make informed decisions, build positive relationships and contribute meaningfully to their communities.

Our PSHE curriculum reflects our school's core school values, promoting a culture of inclusion, kindness and mutual respect. It empowers all children to understand their place in the world, speak up with confidence, and thrive as compassionate, thoughtful citizens in an ever-changing society.

## Early Years Foundation Stage

In the Early Years Foundation Stage (EYFS), our PSHE curriculum supports children's personal, social, cultural and emotional development through structured lessons that build self-awareness, emotional regulation and positive relationships. Kapow aligns closely with the EYFS prime areas of Personal, Social and Emotional Development (PSED), covering early learning goals such as self-regulation, managing self, and building relationships. Through engaging, age-appropriate activities and stories, children learn to recognise and talk about their feelings, develop empathy, manage

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## Curriculum Vision: PSHCE V1



their behaviour and begin to understand right and wrong. Key Kapow themes such as Family and relationships, Health and wellbeing, and Safety and the changing body, children explore identity, diversity, health and safety in a nurturing, play-based environment. These early experiences lay the foundation for emotional resilience, self-confidence, and respectful social interaction, supporting a smooth transition into Key Stage 1.

### Key Stage 1

In Key Stage 1 (KS1), our PSHCE curriculum (brought to life in many instances via the Kapow characters) supports pupils in developing key aspects of personal, social, health, and emotional education through six progressive themes: Family and relationships, Health and wellbeing, Safety and the changing body, Citizenship, Economic wellbeing. These themes are aligned with age-appropriate expectations from the UK National Curriculum, including statutory Relationships Education and Health Education. Pupils learn to identify and manage a range of emotions, understand the importance of kindness, cooperation and respect, and begin to explore similarities and differences between people. They also learn about basic health and hygiene, keeping themselves safe, goal-setting, and the early stages of understanding changes to their bodies. Through interactive and reflective lessons, Kapow encourages children to build self-esteem, empathy, and resilience, providing a secure foundation for understanding themselves and others, and preparing them for more complex topics in Key Stage 2.

### Key Stage 2

In Key Stage 2 (KS2), our PSHCE curriculum deepens pupils' understanding of themselves and the wider world through a progressive, age-appropriate programme aligned with the UK National Curriculum for Relationships and Health Education. Structured around the same six core themes as identified in KS1 (Family and relationships, Health and wellbeing, Safety and the changing body, Citizenship, Economic wellbeing) which supports the progressive development of emotional literacy, resilience and social responsibility. Pupils explore increasingly complex topics such as managing peer pressure, understanding and respecting diversity, maintaining physical and mental health, setting personal goals, and navigating changes during puberty. They also develop skills in communication, conflict resolution, and decision-making, supporting their ability to form and maintain healthy relationships and make safe, informed choices. Kapow encourages reflective thinking and promotes values such as empathy, equality, and respect, ensuring that children are well-prepared for the challenges of adolescence and secondary education.

### Letting our lights shine through experiences

To complement the curriculum, there are visiting workshops, themed class events and educational visits, which enhance pupils' understanding and provide varied learning experiences. We also have a bespoke wellbeing curriculum which runs alongside the scheme we use – this helps enhance the offer we have for our pupils. Our RSE curriculum is also met through this PSHCE curriculum offer. British Values are a key aspect of our PSHCE offer, and are considered at various planning stages. Our collective worship plans also link with PSHCE and British Values. Finally, our Personal Development Opportunities Map outlines the range of opportunities we deliberately plan out for our pupils in each year group.

### The curriculum and schemes of work

At Polehampton, we follow the National Curriculum for all our subjects. PSHE does not fall within the National Curriculum, but we treat it as if it is a National Curriculum subject. In PSHCE, we use a scheme called Kapow to support the subject in EYFS as well as Years 1 to 6. We have chosen to use the Kapow scheme because it provides a comprehensive, well-structured and progressive curriculum that supports pupils' personal, social, health, cultural and emotional development in all year groups. Kapow aligns fully with the statutory requirements for RSE and the National Curriculum (e.g. Science), ensuring age-appropriate coverage of key themes including mental health, physical wellbeing, safeguarding, diversity and life changes.

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## Curriculum Vision: PSHCE V1



Kapow Primary's RSE & PSHE scheme of work aims to help pupils develop the knowledge, skills and attributes they need to lead confident, healthy and fulfilling lives. The intention is for pupils to understand themselves and others, form positive relationships and make informed choices that support their wellbeing and the wellbeing of those around them.

The scheme encourages pupils to think with empathy, integrity and self-awareness, recognising how their actions and attitudes contribute to their communities. It supports them in developing respect for diversity, managing change and understanding their rights and responsibilities as citizens.

Kapow Primary's RSE & PSHE curriculum is designed to build a strong foundation for safeguarding, preparing pupils to navigate an increasingly complex world with confidence and care. Lessons promote emotional literacy, resilience and a sense of personal agency, helping pupils to approach life's challenges with maturity and compassion.

The scheme supports teachers by providing clear guidance, structured progression and engaging resources, enabling them to deliver sensitive topics with confidence. The curriculum is both accessible and ambitious, ensuring all pupils can participate fully and achieve their potential as kind, thoughtful and responsible individuals.

### Curriculum structure

PSHCE lessons are taught through the year, with one unit per half term (5 units per year, plus transition and RSE unit). Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. Its spiral structure means that key concepts are revisited and deepened each year, helping pupils to build on prior learning in a consistent and meaningful way. Kapow also promotes emotional literacy and mindfulness, giving children tools to understand and manage their feelings, build resilience and develop positive relationships. The use of characters, stories and structured lessons supports engagement and inclusivity, ensuring all pupils can access and benefit from the content.

To ensure our RSE expectations are met, we write to parents each year to alert them to the Changing Me topics and invite parents to discuss any questions they may have, and explain any areas in which parents can withdraw their child, as well as which elements are statutory.

### Concepts

Each subject has concepts which run through every unit and year group. These concepts allow consistency of focus and progression within each concept from unit to unit and year to year. Our key concepts are as follows:

Family and relationships	Health and wellbeing	Safety and the changing body
Citizenship		Economic wellbeing

### Building on and revisiting learning

Our units rely on a 'spiral curriculum' model, which ensure we can revisit concepts and cumulatively build knowledge and skills. This graphic below illustrates our spiral curriculum model:

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### A spiral curriculum

The scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the key knowledge and skills again and again during their time in primary school.
- ✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity.
- ✓ **Prior knowledge:** Prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



*Taken from Kapow Primary's LTP document*

### How we plan our units

PSHCE is taught primarily through an enquiry-based approach through discussion focused activities. Each teacher follows the PSHCE curriculum map, which outlines the overview of units from Kapow.

Kapow offers a comprehensive Programme for Primary PSHCE including statutory Relationships and Health Education (often referred to as its general term, RSE), in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. The units ensure a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Kapow lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

In planning the lessons, Kapow ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills. Children take part in games, team building activities and interactive sessions that build confidence. Teachers provide children with a safe environment that gives them the opportunity to debate and discuss focus questions or topics of enquiry. Other activities may require the children to complete written based tasks. PSHCE is taught alongside our bespoke health and wellbeing curriculum, with progressive and planned, stand-alone wellbeing lessons taking place within and outside the classroom. Children also have responsibilities in class to develop their understanding of sharing and respect, linked in with our school values and British Values.

Bespoke PSHCE lessons are also taught when an issue arises in class that the children need support with. Teachers adapt planning to ensure it is personalised to their class's wellbeing and ensure their teaching is relevant to the children and the changing world.

### Vocabulary development and knowledge organisers

As part of our focus on oracy, we utilise Kapow's unit plans, which outline the key vocabulary for that lesson or unit, which allows progression in vocabulary development over each unit and year.

A knowledge organiser, in line with our school's format, is shared with pupils from the beginning of the unit and referred to throughout lessons to help embed key concepts and vocabulary.

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### Cross curricular links

It is important to understand how subjects can work with each other, so there are specific links to other subjects outlined in a specific document to support the wider curriculum development of each subject. However, it is important to note that this does not detract from the focus we have on teaching each unit as part of a discrete subject.

### Links with our values, spirituality and organisations

Our school values are part of everything we do. To ensure that is seen within the curriculum, we make explicit links to our values, as well as British Values, spirituality and OECD and UN objectives where applicable within lessons. Otherwise, these are considered in general as part of our planning for the subject as a whole. The Kapow PSHCE programme is designed to go beyond statutory requirements by explicitly embedding wider frameworks such as the Fundamental British Values, UN Sustainable Development Goals and OECD Learning Compass 2030, while also reflecting and reinforcing our school's core values of love, courage, respect, aspiration and curiosity.

#### British Values

Kapow PSHE promotes 'Democracy', 'Rule of Law', 'Individual Liberty', 'Mutual Respect' and 'Tolerance (Understanding) of those of different faiths and beliefs', through structured learning experiences that are age-appropriate and inclusive. Pupils are taught how to express their opinions respectfully, understand the importance of rules, appreciate diversity, and value the rights and freedoms of themselves and others. For example, lessons in the 'Being Me in My World' and 'Celebrating Difference' units encourage children to understand fairness, take turns and appreciate different perspectives and backgrounds.

#### UN Sustainable Development Goals

Kapow supports several UN goals:

- Goal 3 – Good health and well-being: through units like 'Healthy Me', which focus on mental and physical health, substance awareness, and self-care.
- Goal 4 – Quality education: by promoting inclusive, values-based education.
- Goal 5 – Gender equality: through work on identity, stereotypes and respectful relationships.
- Goal 16 – Peace, justice and strong institutions: by fostering empathy, understanding conflict resolution and encouraging active participation in school and community life.

#### OECD Learning Compass 2030

Kapow aligns with the OECD's vision of helping pupils develop not only knowledge and skills, but also values and attitudes to shape a better future. It supports development in the following areas:

- Transformative competencies such as creating new value, reconciling tensions and dilemmas, and taking responsibility;
- Core foundations like social and emotional skills, critical thinking, and collaboration;
- Agency, by encouraging pupils to reflect on their place in the world, understand their impact on others, and make informed, ethical decisions.

#### Links with our values

The UK PSHE and RSE curriculum for Key Stage 1 and 2 is designed to help pupils develop healthy relationships, resilience and a sense of responsibility, which aligns closely with values such as compassion, forgiveness, perseverance, honesty, gratitude and friendship. For example, KS1 focuses on teaching kindness, respect, and honesty in friendships, while KS2 builds on this with empathy, forgiveness, and managing conflict. Health education across both stages emphasises mental wellbeing and resilience, linking directly to perseverance and gratitude. Embedding these values through circle time, assemblies, class charters and cross-curricular activities ensures they are lived out in practice and fully integrated into statutory PSHE and RSE objectives.

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### Assessment opportunities

When assessing progress, we use a range of methods, including the use of Kapow's formative and summative assessment opportunities. Assessment in Kapow is purposeful and ongoing, supporting both teaching and learning. The formative and summative assessment opportunities help teachers to check on pupils' progress, adapt lessons to meet needs and provide evidence of impact.

#### Formative assessment

Formative assessment is embedded in each Kapow lesson in the following ways:

- Observations of pupil participation, group work and class discussions.
- Questioning, which allows staff to check understanding and encourage reflection.
- Monitoring of responses in activities, such as drawing, writing, role-play or oracy tasks.
- Noting changes in pupils' attitudes, confidence or interactions over time.

Teachers use this daily feedback to adjust the pace, revisit key concepts, or provide additional support. It helps ensure all pupils are engaging meaningfully with the content. This may also feed into our CPOMS entries for pastoral information, if anything relevant is said or disclosed.

#### Summative assessment

Summative assessment in Kapow occurs at the end of each unit in the following ways:

- A structured self-assessment activity where pupils reflect on what they've learned and how they feel about it.
- An optional teacher assessment grid, which provides clear outcomes and descriptors for each year group and puzzle (unit), allowing teachers to record individual or group progress.
- Opportunities for pupils to demonstrate understanding through each lesson's final reflection, which is utilised to form an overall summative judgement by the teacher, along with other formative assessment methods.

While PSHCE learning is often personal and not always easily measured in traditional ways, Kapow provides a consistent framework that allows schools to track progress, identify emerging needs and celebrate personal growth. Assessment in Kapow is more than just meeting a particular 'expected standard': it is about recognising development in knowledge, skills, values and attitudes over time.

### Measuring impact

We measure the effectiveness of our curriculum in the following ways:

- Pupil data tracking (Sonar and other internal tracking methods)
- Work scrutiny
- Monitoring of lessons and planning (including from SLT, governors and external validation, e.g. TKAT)
- Pupil conferencing.

When evaluating our curriculum, we also ask ourselves the following questions:

#### Do we provide a high-quality curriculum and inspires pupils?

- To what extent do our children show independence, resilience and high aspirations in the subject?
- To what extent does our curriculum provide new experiences and challenges?
- To what extent do the children engage with high quality resources?

#### Do we ensure pupils know more, do more and remember more?

- To what extent do children retain the knowledge learnt?
- To what extent does the curriculum build over time?

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## Curriculum Vision: PSHCE V1



- To what extent do children make progress against milestones over time?

### **Does our curriculum allow oracy development and the opportunity for pupils to collaborate?**

- To what extent does our curriculum use/teach high quality language?
- To what extent does the curriculum provide opportunities to work collaboratively?
- To what extent does the curriculum support children with oracy skills?

### **Is our curriculum inclusive?**

- How well is learning broken down, explained and scaffolded/adapted appropriately in the subject?
- How well are assessment forms used to inform planning in the subject?
- To what extent does the curriculum meet the needs of all learners including SEND/ EAL etc?

### **Do we help our pupils become better people in the wider world and prepare them for life in Modern Britain?**

- To what extent does the curriculum allow children to take responsibility for their learning?
- To what extent does our curriculum allow for diversity?
- To what extent does the curriculum offer opportunities to present work in creative ways?
- To what extent does the curriculum offer opportunities to discuss content and/or questions and consider them in an open forum?
- To what extent does offer opportunities to utilise the skills of the wider community?

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