

*RSE & PSHE*



*Kapow  
Primary™*

Personal development,  
SMSC and British  
values mapping

# Introduction

This document is aimed at RSE & PSHE subject leaders and Personal development leads. It shows where the Kapow Primary curriculum provides opportunities for pupils to develop spiritually, morally, socially and culturally, as well as develop their understanding and respect for the fundamental British values.

The latter pages of this document map those units which can support you as you strive to improve pupils' personal development in line with Ofsted's Personal development criteria.

Please note that the RSE & PSHE curriculum alone will not be sufficient evidence that your school is providing for pupils' personal development and your school will be expected to show how other elements of school-life are geared towards this aim.

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# What is SMSC?

## Spiritual, Moral, Social and Cultural development.

All schools in England must show that they are developing their pupils in these areas. The SMSC statements included in this document are taken from the Ofsted Inspection handbook (November 2019) which states what inspectors may look for when evaluating pupils' SMSC development in schools.

### Spiritual development

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

### Moral development

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

# What is SMSC?

## Social development

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

## Cultural development

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

# What are British values?

Since November 2014 all schools have been expected to actively promote the fundamental British values set out below.

Our PSHE and RSE curriculum supports schools in promoting these values and the Social development pages that follow also show which units help to instil each of the British values. Where a particular lesson promotes one or more of the British values then this is detailed in the **Other links** section of the lesson plan too.



## Democracy

We all have a voice within school and society.



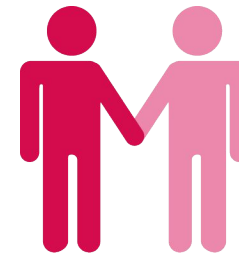
## Rule of law

We understand that rules and laws are there to keep everyone safe and happy and we respect them.



## Individual liberty

We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.



## Mutual respect

We respect others and expect them to show us respect.



## Tolerance of those with different faiths and beliefs

We respect and appreciate diversity and understand that everybody has different views and beliefs.

# SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 1					Kapow Primary units Key stage 1 - Year 2				
		<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	✓						✓	✓		
	Knowledge of, and respect for, different people's faiths, feelings and values	✓		✓	✓		✓	✓	✓	✓	
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Use of imagination and creativity in their learning	✓	✓	✓		✓		✓	✓		
	Willingness to reflect on their experiences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

# SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 1					Kapow Primary units Key stage 1 - Year 2				
		<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England	✓		✓	✓	✓			✓	✓	
	Understanding of the consequences of their behaviour and actions		✓	✓	✓		✓		✓	✓	
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues				✓	✓			✓		

# SMSC and British values mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 1					Kapow Primary units Key stage 1 - Year 2				
		<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>
<b>Social</b>	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	✓		✓	✓		✓				
	Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	<b>Democracy</b>				✓				✓	
		<b>The rule of law</b>				✓				✓	
		<b>Individual liberty</b>			✓		✓		✓	✓	
		<b>Mutual respect</b>	✓		✓	✓		✓		✓	✓
<b>Tolerance of those with different faiths and beliefs</b>					✓				✓		



# SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 1					Kapow Primary units Key stage 1 - Year 2				
		<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others										
	Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain								✓		
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities				✓				✓		
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.				✓						
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities							✓			
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities									✓	

# SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					Kapow Primary units Key stage 2 - Year 4				
		<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	✓	✓		✓	✓	✓	✓	✓		
	Knowledge of, and respect for, different people's faiths, feelings and values	✓		✓	✓		✓		✓		✓
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Use of imagination and creativity in their learning	✓		✓					✓		
	Willingness to reflect on their experiences	✓		✓	✓	✓	✓	✓	✓	✓	✓

# SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					Kapow Primary units Key stage 2 - Year 4				
		<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England	✓		✓	✓	✓	✓		✓		
	Understanding of the consequences of their behaviour and actions	✓	✓	✓	✓	✓	✓	✓	✓		
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.			✓	✓	✓	✓		✓	✓	

# SMSC and British values mapping - Lower key stage 2

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 3					Kapow Primary units Key stage 2 - Year 4				
		<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizen-ship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizen-ship</a>	<a href="#">Economic wellbeing</a>
Social	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	✓		✓	✓		✓			✓	
	Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Democracy				✓				✓	
		The rule of law				✓			✓		
		Individual liberty			✓	✓	✓	✓	✓	✓	✓
		Mutual respect	✓		✓		✓	✓		✓	
Tolerance of those with different faiths and beliefs		✓					✓		✓		

# SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					Kapow Primary units Key stage 2 - Year 4				
		<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others				✓		✓			✓	
	Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain	✓			✓		✓			✓	
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	✓			✓		✓			✓	
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.				✓					✓	
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities										
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities	✓						✓			✓

# SMSC mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					Kapow Primary units Key stage 2 - Year 6				
		<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	✓	✓		✓		✓	✓	✓	✓	
	Knowledge of, and respect for, different people's faiths, feelings and values	✓			✓		✓			✓	
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Use of imagination and creativity in their learning										✓
	Willingness to reflect on their experiences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

# SMSC mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					Kapow Primary units Key stage 2 - Year 6					
		<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Identity</a>
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England	✓		✓	✓	✓	✓		✓	✓		
	Understanding of the consequences of their behaviour and actions	✓	✓	✓	✓		✓	✓	✓	✓		
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.				✓	✓	✓			✓		✓

# SMSC and British values mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					Kapow Primary units Key stage 2 - Year 6						
		<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Identity</a>	
Social	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	✓			✓		✓			✓			
	Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Democracy				✓				✓			
		The rule of law	✓			✓							
		Individual liberty	✓	✓	✓	✓			✓		✓		
		Mutual respect	✓			✓	✓	✓		✓	✓		✓
		Tolerance of those with different faiths and beliefs	✓								✓		



# SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					Kapow Primary units Key stage 2 - Year 6				
		<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Identity</a>
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	✓									✓
	Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain	✓							✓		
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	✓							✓		
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	✓			✓				✓		
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities										
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities	✓					✓			✓	✓

# Personal development criteria

The school inspection handbook (Ofsted,) lists the the dimensions of the personal development of pupils as:

developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults

developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance

developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society

promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique

developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy

enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them

enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media

developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities

developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education

supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

Ofsted recognises that you often won't be able to assess the impact of your personal development provision while a pupil is at your school, and therefore they **won't** try to measure the impact of your provision on individual pupils.

# Personal development criteria mapping - Key stage 1

Personal development criteria	Kapow Primary units Key stage 1 - Year 1					Kapow Primary units Key stage 1 - Year 2				
	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>
Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults						Lesson 5				
Developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance				Lessons 2, 6					Lessons 1, 5, 6	
Promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique	Lesson 7			Lesson 4		Lessons 2, 7			Lesson 5	
Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lessons are planned to be inclusive.									
Developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society		Lesson 2								

# Personal development criteria mapping - Key stage 1

Personal development criteria	Kapow Primary units Key stage 1 - Year 1					Kapow Primary units Key stage 1 - Year 2				
	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>
Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy		Lessons 1, 2					Lessons 4, 5			
Enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them			Lesson 6					Lessons 3, 8		
Enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media								Lesson 2		
Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities							Lessons 2, 6			
Developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education	Lessons 1, 2, 5, 6		Lesson 5			Lesson 1, 4				

# Personal development criteria mapping - Key stage 1

Personal development criteria	Kapow Primary units Key stage 1 - Year 1					Kapow Primary units Key stage 1 - Year 2				
	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>
Supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.	Each year group includes a lesson on transition									
Ofsted will expect the school's relationships, sex and health education curriculum (and wider curriculum) to specifically address sexual harassment, online abuse and sexual violence. The curriculum should also address safeguarding risks (including online risks), issues of consent, and what constitutes a healthy relationship both online and offline.	Lessons 6, 7		Lesson 5			Lessons 4, 7		Lessons 3, 4, 5		
Careers education is only legally required for secondary schools however it is included as part of this scheme		Lesson 8	Lesson 8		Lesson 5				Lesson 4	Lesson 5

## Personal development criteria mapping - Lower key stage 2

Personal development criteria	Kapow Primary units Key stage 2 - Year 3					Kapow Primary units Key stage 2 - Year 4				
	<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>
Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults				Lessons 2, 5		Lesson 1			Lesson 1	
Developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance	See British values mapping for <a href="#">KS1</a> , <a href="#">LKS2</a> , <a href="#">UKS2</a>									
Promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique	Lessons 6, 7, 8				Lesson 6	Lessons 5, 6			Lesson 3	
Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lessons are planned to be inclusive.									
Developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society		Lessons 3, 4							Lesson 4	

# Personal development criteria mapping - Lower key stage 2

Personal development criteria	Kapow Primary units Key stage 2 - Year 3					Kapow Primary units Key stage 2 - Year 4				
	<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>
Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy		Lesson 5					Lessons 3, 5, 7			
Enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them			Lessons 5, 6, 7					Lessons 2, 8		
Enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media			Lessons 3, 4					Lessons 1, 2		
Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities		Lessons 1, 6								
Developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education	Lessons 1, 2, 3					Lessons 2, 4				

# Personal development criteria mapping - Lower key stage 2

Personal development criteria	Kapow Primary units Key stage 2 - Year 3					Kapow Primary units Key stage 2 - Year 4				
	<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Families and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a>
Supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.	Each year group includes a lesson on transition									
Ofsted will expect the school's relationships, sex and health education curriculum (and wider curriculum) to specifically address sexual harassment, online abuse and sexual violence. The curriculum should also address safeguarding risks (including online risks), issues of consent, and what constitutes a healthy relationship both online and offline.	Lessons 3, 7					Lessons 2, 5				
Careers education is only legally required for secondary schools however it is included as part of this scheme					Lessons 5, 6					Lessons 4, 5



# Personal development criteria mapping - Upper key stage 2

Personal development criteria	Kapow Primary units Key stage 2 - Year 5					Kapow Primary units Key stage 2 - Year 6					
	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizen-ship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizen-ship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Identity</a>
Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults				Lesson 2		Lesson 1					
Developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance	Lesson 8			Lessons 1, 6					Lessons 4, 5, 6		
Promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique	Lessons 7, 8				Lesson 5	Lesson 3, 4			Lesson 4		Lesson 2
Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lessons are planned to be inclusive.										
Developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	Lesson 4	Lesson 4							Lessons 1, 5		

## Personal development criteria mapping - Upper key stage 2

Personal development criteria	Kapow Primary units Key stage 2 - Year 5					Kapow Primary units Key stage 2 - Year 6					
	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizen-ship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizen-ship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Identity</a>
Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy		Lesson 3					Lesson 5				Lesson 1
Enabling pupils to recognise online and offline risks to their well-being - for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism - and making them aware of the support available to them	Lesson 3		Lesson 7					Lesson 1		Lesson 3	
Enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media			Lessons 1, 2				Lesson 4	Lessons 2, 3			
Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities		Lesson 6					Lessons 3, 7, 8				
Developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education	Lessons 1, 2, 5, 6					Lessons 2, 5					

# Personal development criteria mapping - Upper key stage 2

Personal development criteria	Kapow Primary units Key stage 2 - Year 5					Kapow Primary units Key stage 2 - Year 6					
	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizen-ship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizen-ship</a>	<a href="#">Economic wellbeing</a>	<a href="#">Identity</a>
Supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.	Each year group includes a lesson on transition										
Ofsted will expect the school's relationships, sex and health education curriculum (and wider curriculum) to specifically address sexual harassment, online abuse and sexual violence. The curriculum should also address safeguarding risks (including online risks), issues of consent, and what constitutes a healthy relationship both online and offline.	Lesson 7		Lesson 1			Lessons 2, 3, 4		Lesson 5			
Careers education  (only legally required for secondary schools however it is included as part of this scheme)					Lesson 5					Lessons 4, 5	