

RSE & PSHE



**Personal development,
SMSC, British values
and Protected
characteristics
mapping**

Introduction

This document is aimed at RSE & PSHE subject leaders and Personal development leads. It shows where our 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.

Our PSHE and RSE curriculum are an important part of supporting our children's personal development. However all areas of school-life also support their development.

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What is SMSC?

All schools in England are required to demonstrate how they promote pupils' spiritual, moral, social and cultural (SMSC) development. The SMSC statements included in this document are drawn from the **School Inspection Handbook** (Ofsted, 2019), which outlines the areas inspectors consider when evaluating schools' SMSC provision.

Although the 2019 Handbook has been superseded, it remains the most detailed reference for understanding Ofsted's expectations regarding pupils' SMSC development. The current **School Inspection Toolkit** (Ofsted, 2025) continues to consider SMSC within the broader area of 'personal development and well-being', but no longer provides the same level of definition or illustrative examples. For this reason, the 2019 Handbook continues to be used as a reference point to maintain consistency and clarity.

Spiritual development

- The ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- A knowledge of, and respect for, different people's faiths, feelings and values.
- A sense of enjoyment and fascination in learning about themselves, others and the world around them.
- The use of imagination and creativity in pupils' learning.
- A willingness to reflect on their experiences.

Moral development

- The 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.
- An understanding of the consequences of pupils' behaviour and actions.
- An interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate others' viewpoints on these issues.

What is SMSC?

Social development

- The 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.
- A 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.
- An 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. Pupils develop and demonstrate skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain.

Cultural development

- An understanding and appreciation of the wide range of cultural influences that have shaped pupils' own heritage and that of others.
- An 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.
- The ability to recognise and value commonalities across cultural, religious, ethnic and socio-economic communities.
- A knowledge of Britain's democratic parliamentary system and its central role in shaping history and values, and in continuing to develop Britain.
- A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which pupils understand, accept, respect and celebrate diversity.

SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 1					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	<u>Citizenship-coming soon!</u>	<u>Health protection</u>	<u>Staying safe</u>
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					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	<u>Citizenship-coming soon!</u>	<u>Health protection</u>	<u>Staying safe</u>
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					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship-coming soon!	<u>Health protection</u>	<u>Staying safe</u>
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.	✓	✓			✓	✓

SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 1					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	<u>Citizenship-coming soon!</u>	<u>Health protection</u>	<u>Staying safe</u>
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 - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 2					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship - coming soon!	<u>Growing up</u>	<u>Staying safe</u>
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 2					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship - coming soon!	<u>Growing up</u>	<u>Staying safe</u>
	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.	✓	✓	✓		✓	
Moral	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 2					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship - coming soon!	<u>Growing up</u>	<u>Staying safe</u>
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.	✓	✓			✓	✓

SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 2					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship - coming soon!	<u>Growing up</u>	<u>Staying safe</u>
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 - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship 1 coming soon!	Health protection-coming soon!	Citizenship 2 coming soon!
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 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship 1 coming soon!	Health protection-coming soon!	Citizenship 2 coming soon!
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 2

Social	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship 1 coming soon!	Health protection- coming soon!	Citizenship 2 coming soon!
	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.		✓				

SMSC mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship 1 coming soon!	Health protection-coming soon!	Citizenship 2 coming soon!
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 - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	<u>Citizenship-coming soon!</u>	<u>Growing up</u>	<u>Staying safe</u>
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 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship-coming soon!	<u>Growing up</u>	<u>Staying safe</u>
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 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship-coming soon!	<u>Growing up</u>	<u>Staying safe</u>
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.		✓	✓		✓	✓

SMSC mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	<u>Citizenship-coming soon!</u>	<u>Growing up</u>	<u>Staying safe</u>
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 - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	<u>Citizenship 1</u>	<u>Growing up</u>	Citizenship 2- coming soon!
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 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	<u>Citizenship 1</u>	<u>Growing up</u>	<u>Citizenship 2- coming soon!</u>
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 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	<u>Citizenship 1</u>	<u>Growing up</u>	<u>Citizenship 2- coming soon!</u>
	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.				✓		
Social	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.	✓	✓		✓	✓	

SMSC mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	<u>Citizenship 1</u>	<u>Growing up</u>	<u>Citizenship 2- coming soon!</u>
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 - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6					Optional units	
		<u>My healthy self</u>	<u>Connecting with others</u>	The online world	Citizenship - coming soon!	<u>Staying safe</u>	Further Further first aid - coming soon!	<u>Sex education</u>
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 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6					Optional units	
		<u>My healthy self</u>	<u>Connecting with others</u>	The online world	Citizenship - coming soon!	<u>Staying safe</u>	Further Further first aid - coming soon!	<u>Sex education</u>
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 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6					Optional units	
		<u>My healthy self</u>	<u>Connecting with others</u>	The online world	Citizenship - coming soon!	<u>Staying safe</u>	Further Further first aid - coming soon!	<u>Sex education</u>
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.	✓	✓	✓		✓		✓

SMSC mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6					Optional units	
		<u>My healthy self</u>	<u>Connecting with others</u>	The online world	Citizenship - coming soon!	<u>Staying safe</u>	Further Further first aid - coming soon!	<u>Sex education</u>
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.	✓	✓					✓
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What are British values?

Ofsted inspectors make judgements on pupils' personal development and wellbeing by evaluating a number of areas, including:

- Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.
- Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

School Inspection Toolkit (Ofsted, 2025)

Kapow Primary's PSHE & RSE curriculum explicitly teaches British values. In addition, opportunities to reinforce and contextualise these values are embedded throughout the scheme.



Democracy

Recognising that everyone has a voice within school and society.



Rule of law

Understanding and respecting rules and recognising that laws are there to ensure fairness and safety.



Individual liberty

Understanding human rights and responsibilities and the freedom people have to make their own choices in life.



Mutual respect

Showing respect for others and expecting to be treated with respect in return.



Tolerance of those with different faiths and beliefs

Respecting and appreciating diversity and understanding that everyone holds different views and beliefs.

British values mapping - Key stage 1 (Year 1)

	<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship - coming soon!	<u>Health protection</u>	<u>Staying safe</u>
Democracy						
The rule of law			✓			✓
Individual liberty	✓	✓	✓			✓
Mutual respect	✓	✓	✓			✓
Tolerance of those with different faiths and beliefs						

British values mapping - Key stage 1 (Year 2)

	<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship-coming soon!	<u>Staying safe</u>	<u>Growing up</u>
Democracy						
The rule of law					✓	
Individual liberty	✓	✓	✓		✓	
Mutual respect	✓	✓	✓		✓	✓
Tolerance of those with different faiths and beliefs						

British values mapping - Key stage 2 (Year 3)

	<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship 1-coming soon!	Health protection-coming soon!	Citizenship 2-coming soon!
Democracy						
The rule of law						
Individual liberty	✓	✓				
Mutual respect	✓	✓	✓			
Tolerance of those with different faiths and beliefs						

British values mapping - Key stage 2 (Year 4)

	<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship- coming soon!	<u>Growing up</u>	<u>Staying safe</u>
Democracy						
The rule of law			✓			✓
Individual liberty		✓	✓			✓
Mutual respect		✓			✓	✓
Tolerance of those with different faiths and beliefs						

British values mapping - Key stage 2 (Year 5)

	<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	<u>Citizenship 1</u>	<u>Growing up</u>	Citizenship 2
Democracy				✓		
The rule of law						
Individual liberty	✓	✓	✓	✓	✓	
Mutual respect	✓	✓		✓	✓	
Tolerance of those with different faiths and beliefs		✓				

British values mapping - Key stage 2 (Year 6)

	<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship-coming soon!	<u>Staying safe</u>	Optional units	
						Further first aid - coming soon!	<u>Sex education</u>
Democracy		✓					
The rule of law		✓			✓		✓
Individual liberty	✓	✓	✓		✓		✓
Mutual respect	✓	✓	✓		✓		✓
Tolerance of those with different faiths and beliefs	✓	✓					

Personal development criteria

The **School Inspection Toolkit** (Ofsted, 2025) lists pupils' personal development and wellbeing criteria as:

Supporting pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults.

Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.

Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.

Promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique, including, but not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010.

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 that is available.

Enabling pupils to recognise the dangers of using technology and social media inappropriately.

Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including by providing them with enrichment activities and opportunities to be active during the school day.

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

Supporting pupils' readiness for the next phase of education, training or employment so that they are equipped to make the transition successfully, including by providing impartial careers information, education, advice and guidance for secondary-age pupils.

Personal development criteria mapping - Key stage 1

Personal development criteria	Kapow Primary units Key stage 1 - Year 1					
	<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship-coming soon!	<u>Health protection</u>	<u>Staying safe</u>
Supporting pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults.	✓				✓	✓
Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.	See British values mapping for Year 1					
Promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique, including, but not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010.	See Protected characteristics mapping for Year 1					
Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.	See SMSC mapping for Year 1					
Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.	✓		✓		✓	✓

Personal development criteria mapping - Key stage 1

Personal development criteria	Kapow Primary units Key stage 1 - Year 1					
	<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship-coming soon!	<u>Health protection</u>	<u>Staying safe</u>
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 that is available.		✓	✓			✓
Enabling pupils to recognise the dangers of using technology and social media inappropriately.			✓			
Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including by providing them with enrichment activities and opportunities to be active during the school day.					✓	
Supporting pupils' readiness for the next phase of education, training or employment so that they are equipped to make the transition successfully, including by providing impartial careers information, education, advice and guidance for secondary-age pupils.						

Personal development criteria mapping - Key stage 1

Personal development criteria	Kapow Primary units Key stage 1 - Year 2					
	<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	<u>Citizenship-coming soon!</u>	<u>Growing up</u>	<u>Staying safe</u>
Supporting pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults.	✓	✓	✓		✓	✓
Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.	See British values mapping for Year 2					
Promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique, including, but not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010.	See Protected characteristics mapping for Year 2					
Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.	See SMSC mapping for Year 2					
Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.	✓	✓	✓		✓	✓

Personal development criteria mapping - Key stage 1

Personal development criteria	Kapow Primary units Key stage 1 - Year 2					
	<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	<u>Citizenship-coming soon!</u>	<u>Growing up</u>	<u>Staying safe</u>
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 that is available.		✓	✓			
Enabling pupils to recognise the dangers of using technology and social media inappropriately.			✓			
Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including by providing them with enrichment activities and opportunities to be active during the school day.	✓					
Supporting pupils' readiness for the next phase of education, training or employment so that they are equipped to make the transition successfully, including by providing impartial careers information, education, advice and guidance for secondary-age pupils.						

Personal development criteria mapping - Key stage 2

Personal development criteria	Kapow Primary units Key stage 2 - Year 3					
	<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship 1 coming soon!	Health protection-coming soon!	Citizenship 2 coming soon!
Supporting pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults.		✓	✓			
Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.	See British values mapping for Year 3					
Promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique, including, but not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010.	See Protected characteristics mapping for Year 3					
Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.	See SMSC mapping for Year 3					
Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.		✓	✓			

Personal development criteria mapping - Key stage 2

Personal development criteria	Kapow Primary units Key stage 2 - Year 3					
	<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship 1 coming soon!	Health protection- coming soon!	Citizenship 2 coming soon!
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 that is available.		✓	✓			
Enabling pupils to recognise the dangers of using technology and social media inappropriately.			✓			
Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including by providing them with enrichment activities and opportunities to be active during the school day.	✓					
Supporting pupils' readiness for the next phase of education, training or employment so that they are equipped to make the transition successfully, including by providing impartial careers information, education, advice and guidance for secondary-age pupils.						

Personal development criteria mapping - Key stage 2

Personal development criteria	Kapow Primary units Key stage 2 - Year 4					
	<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	<u>Citizenship-coming soon!</u>	<u>Growing up</u>	<u>Staying safe</u>
Supporting pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults.	✓	✓	✓		✓	✓
Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.	See British values mapping for Year 4					
Promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique, including, but not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010.	See Protected characteristics mapping for Year 4					
Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.	See SMSC mapping for Year 4					
Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.	✓	✓	✓		✓	✓

Personal development criteria mapping - Key stage 2

Personal development criteria	Kapow Primary units Key stage 2 - Year 4					
	<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	<u>Citizenship-coming soon!</u>	<u>Growing up</u>	<u>Staying safe</u>
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 that is available.		✓	✓			✓
Enabling pupils to recognise the dangers of using technology and social media inappropriately.			✓			
Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including by providing them with enrichment activities and opportunities to be active during the school day.	✓					
Supporting pupils' readiness for the next phase of education, training or employment so that they are equipped to make the transition successfully, including by providing impartial careers information, education, advice and guidance for secondary-age pupils.						

Personal development criteria mapping - Key stage 2

Personal development criteria	Kapow Primary units Key stage 2 - Year 5					
	<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	<u>Citizenship 1</u>	<u>Growing up</u>	Citizenship 2-coming soon!
Supporting pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults.	✓	✓	✓	✓	✓	
Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.	See British values mapping for Year 5					
Promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique, including, but not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010.	See Protected characteristics mapping for Year 5					
Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.	See SMSC mapping for Year 5					
Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.	✓	✓	✓	✓	✓	

Personal development criteria mapping - Key stage 2

Personal development criteria	Kapow Primary units Key stage 2 - Year 5					
	<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	<u>Citizenship 1</u>	<u>Growing up</u>	Citizenship 2-coming soon!
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 that is available.						
Enabling pupils to recognise the dangers of using technology and social media inappropriately.			✓			
Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including by providing them with enrichment activities and opportunities to be active during the school day.	✓					
Supporting pupils' readiness for the next phase of education, training or employment so that they are equipped to make the transition successfully, including by providing impartial careers information, education, advice and guidance for secondary-age pupils.						

Personal development criteria mapping - Key stage 2

Personal development criteria	Kapow Primary units Key stage 2 - Year 6					Optional units	
	<u>My healthy self</u>	<u>Connecting with others</u>	The online world	Citizenship-coming soon!	<u>Staying safe</u>	Further first aid - coming soon!	<u>Sex education</u>
Supporting pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults.	✓	✓	✓		✓		✓
Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.	See British values mapping for Year 6						✓
Promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique, including, but not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010.	See Protected characteristics mapping for Year 6						
Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.	See SMSC mapping for Year 6						✓
Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.	✓	✓	✓		✓		✓

Personal development criteria mapping - Key stage 2

Personal development criteria	Kapow Primary units Key stage 2 - Year 6					Optional units	
	<u>My healthy self</u>	<u>Connecting with others</u>	The online world	Citizenship-coming soon!	<u>Staying safe</u>	Further first aid - coming soon!	<u>Sex education</u>
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 that is available.			✓		✓		
Enabling pupils to recognise the dangers of using technology and social media inappropriately.	✓	✓	✓				
Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including by providing them with enrichment activities and opportunities to be active during the school day.	✓						
Supporting pupils' readiness for the next phase of education, training or employment so that they are equipped to make the transition successfully, including by providing impartial careers information, education, advice and guidance for secondary-age pupils.	✓		✓		✓		

Schools have a duty under the Equality Act 2010 to tackle discrimination, promote equal opportunities and develop good relations between different groups. While the Act does not set out specific teaching content, these duties are best met through education that helps pupils understand, respect and value difference.

The Relationships, Sex and Health Education (RSHE) statutory guidance and Ofsted's school inspection toolkits both expect schools to provide age-appropriate opportunities for pupils to learn about the protected characteristics defined in the Equality Act. Through the RSE and PSHE curriculum, pupils develop understanding of diversity, equality and respect, helping them to recognise unfair treatment, challenge stereotypes and value difference in themselves and others.

Age-appropriate coverage and foundational learning

Teaching about the protected characteristics in primary education focuses on laying the foundations for understanding equality, respect and inclusion. Pupils are not taught directly about all of the protected characteristics in detail, but they do learn the underlying principles that support them, such as fairness, respect for difference, challenging stereotypes and valuing diversity.

Learning is always delivered in an age-appropriate and sensitive way. For example, while concepts such as gender reassignment or sexual orientation are not explored explicitly in primary settings, pupils are taught that everyone should be treated with kindness and respect, that families can look different, and that no one should be treated unfairly because of who they are. This approach ensures pupils develop secure, age-appropriate foundations for understanding equality and diversity, in line with the Equality Act 2010, RSHE statutory guidance and Ofsted expectations.



What are protected characteristics?

It is against the law to discriminate against someone based on the protected characteristics outlined below.

Age

A person belonging to a particular age or range of ages.

Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

The process of transitioning from one sex to another.

*Not taught directly

Marriage and civil partnership

Marriage is a union between a man and a woman or between a same-sex couple.

Same sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex, or to both sexes.

Religion and belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

A man or a woman.

Equality Act

Protected characteristics

Protected characteristic	What does age appropriate learning look like with Kapow Primary?	Year 1					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship	<u>Health protection</u>	<u>Staying safe</u>
age	Understanding that people grow and change; recognising that needs and responsibilities differ across ages; appreciating fairness and inclusion for people of all ages.	✓	✓	✓			
disability	Learning to include everyone; recognising differences in ability; showing empathy and challenging unkindness; understanding fairness and accessibility.	✓	✓				
gender reassignment*	Respecting individuality and identity; understanding that everyone deserves kindness and fairness; challenging disrespect or stereotypes (in general).						
marriage and civil partnership	Understanding that families and loving relationships can take different forms; learning that marriage and civil partnerships are legal commitments between two adults.						
pregnancy	Understanding how people care for babies and young children; recognising that babies need special care and that becoming a parent involves responsibility; learning that babies grow before birth and that adults' bodies change to make this possible.						✓
race	Noticing similarities and differences; valuing cultural diversity; recognising prejudice; understanding fairness and equality.		✓				
religion or belief	Respecting that people have different beliefs and values; understanding that diversity of faith contributes to community life; promoting inclusion and respect	✓					
sex	Learning about similarities and differences; understanding that boys and girls have equal rights and opportunities; challenging gender stereotypes; understanding puberty and respect.		✓				
sexual orientation*	Understanding that families can look different, including same-sex parents; respecting all families and relationships; recognising that everyone deserves kindness and inclusion.	✓					

Equality Act

Protected characteristics

Protected characteristic	What does age appropriate learning look like with Kapow Primary?	Year 2					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	<u>Citizenship-coming soon!</u>	<u>Growing up</u>	<u>Staying safe</u>
age	Understanding that people grow and change; recognising that needs and responsibilities differ across ages; appreciating fairness and inclusion for people of all ages.	✓	✓			✓	
disability	Learning to include everyone; recognising differences in ability; showing empathy and challenging unkindness; understanding fairness and accessibility.	✓	✓				
gender reassignment*	Respecting individuality and identity; understanding that everyone deserves kindness and fairness; challenging disrespect or stereotypes (in general).	✓					
marriage and civil partnership	Understanding that families and loving relationships can take different forms; learning that marriage and civil partnerships are legal commitments between two adults.		✓				
pregnancy	Understanding how people care for babies and young children; recognising that babies need special care and that becoming a parent involves responsibility; learning that babies grow before birth and that adults' bodies change to make this possible.						
race	Noticing similarities and differences; valuing cultural diversity; recognising prejudice; understanding fairness and equality.		✓				
religion or belief	Respecting that people have different beliefs and values; understanding that diversity of faith contributes to community life; promoting inclusion and respect	✓					
sex	Learning about similarities and differences; understanding that boys and girls have equal rights and opportunities; challenging gender stereotypes; understanding puberty and respect.		✓			✓	✓
sexual orientation*	Understanding that families can look different, including same-sex parents; respecting all families and relationships; recognising that everyone deserves kindness and inclusion.	✓					

Protected characteristic	What does age appropriate learning look like with Kapow Primary?	Year 3					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship 1 - coming soon!	Health protection - coming soon!	Citizenship 2 - coming soon!
age	Understanding that people grow and change; recognising that needs and responsibilities differ across ages; appreciating fairness and inclusion for people of all ages.						
disability	Learning to include everyone; recognising differences in ability; showing empathy and challenging unkindness; understanding fairness and accessibility.	✓	✓	✓			
gender reassignment*	Respecting individuality and identity; understanding that everyone deserves kindness and fairness; challenging disrespect or stereotypes (in general).						
marriage and civil partnership	Understanding that families and loving relationships can take different forms; learning that marriage and civil partnerships are legal commitments between two adults.		✓				
pregnancy	Understanding how people care for babies and young children; recognising that babies need special care and that becoming a parent involves responsibility; learning that babies grow before birth and that adults' bodies change to make this possible.						
race	Noticing similarities and differences; valuing cultural diversity; recognising prejudice; understanding fairness and equality.		✓				
religion or belief	Respecting that people have different beliefs and values; understanding that diversity of faith contributes to community life; promoting inclusion and respect		✓				
sex	Learning about similarities and differences; understanding that boys and girls have equal rights and opportunities; challenging gender stereotypes; understanding puberty and respect.						
sexual orientation*	Understanding that families can look different, including same-sex parents; respecting all families and relationships; recognising that everyone deserves kindness and inclusion. *Gender reassignment and sexual orientation are not explicit						

Equality Act

Protected characteristics

Protected characteristic	What does age appropriate learning look like with Kapow Primary?	Year 4					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship-coming soon!	<u>Growing up</u>	<u>Staying safe</u>
age	Understanding that people grow and change; recognising that needs and responsibilities differ across ages; appreciating fairness and inclusion for people of all ages.			✓		✓	
disability	Learning to include everyone; recognising differences in ability; showing empathy and challenging unkindness; understanding fairness and accessibility.		✓				
gender reassignment*	Respecting individuality and identity; understanding that everyone deserves kindness and fairness; challenging disrespect or stereotypes (in general).						
marriage and civil partnership	Understanding that families and loving relationships can take different forms; learning that marriage and civil partnerships are legal commitments between two adults.		✓				
pregnancy	Understanding how people care for babies and young children; recognising that babies need special care and that becoming a parent involves responsibility; learning that babies grow before birth and that adults' bodies change to make this possible.						
race	Noticing similarities and differences; valuing cultural diversity; recognising prejudice; understanding fairness and equality.		✓				
religion or belief	Respecting that people have different beliefs and values; understanding that diversity of faith contributes to community life; promoting inclusion and respect		✓				
sex	Learning about similarities and differences; understanding that boys and girls have equal rights and opportunities; challenging gender stereotypes; understanding puberty and respect.		✓				
sexual orientation*	Understanding that families can look different, including same-sex parents; respecting all families and relationships; recognising that everyone deserves kindness and inclusion.		✓				

Equality Act

Protected characteristics

Protected characteristic	What does age appropriate learning look like with Kapow Primary?	Year 5					
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	<u>Citizenship 1</u>	<u>Growing up</u>	<u>Citizenship 2- coming soon!</u>
age	Understanding that people grow and change; recognising that needs and responsibilities differ across ages; appreciating fairness and inclusion for people of all ages.	✓	✓		✓	✓	
disability	Learning to include everyone; recognising differences in ability; showing empathy and challenging unkindness; understanding fairness and accessibility.	✓	✓				
gender reassignment*	Respecting individuality and identity; understanding that everyone deserves kindness and fairness; challenging disrespect or stereotypes (in general).		✓		✓		
marriage and civil partnership	Understanding that families and loving relationships can take different forms; learning that marriage and civil partnerships are legal commitments between two adults.		✓				
pregnancy	Understanding how people care for babies and young children; recognising that babies need special care and that becoming a parent involves responsibility; learning that babies grow before birth and that adults' bodies change to make this possible.						
race	Noticing similarities and differences; valuing cultural diversity; recognising prejudice; understanding fairness and equality.	✓					
religion or belief	Respecting that people have different beliefs and values; understanding that diversity of faith contributes to community life; promoting inclusion and respect	✓	✓		✓		
sex	Learning about similarities and differences; understanding that boys and girls have equal rights and opportunities; challenging gender stereotypes; understanding puberty and respect.					✓	
sexual orientation*	Understanding that families can look different, including same-sex parents; respecting all families and relationships; recognising that everyone deserves kindness and inclusion.		✓				

Protected characteristic	What does age appropriate learning look like with Kapow Primary?	Year 6					Optional units	
		<u>My healthy self</u>	<u>Connecting with others</u>	<u>The online world</u>	Citizenship - coming soon!	<u>Staying safe</u>	Further first aid - coming soon!	<u>Sex education</u>
age	Understanding that people grow and change; recognising that needs and responsibilities differ across ages; appreciating fairness and inclusion for people of all ages.	✓	✓			✓		✓
disability	Learning to include everyone; recognising differences in ability; showing empathy and challenging unkindness; understanding fairness and accessibility.	✓	✓					
gender reassignment*	Respecting individuality and identity; understanding that everyone deserves kindness and fairness; challenging disrespect or stereotypes (in general).		✓	✓				
marriage and civil partnership	Understanding that families and loving relationships can take different forms; learning that marriage and civil partnerships are legal commitments between two adults.		✓					
pregnancy	Understanding how people care for babies and young children; recognising that babies need special care and that becoming a parent involves responsibility; learning that babies grow before birth and that adults' bodies change to make this possible.							✓
race	Noticing similarities and differences; valuing cultural diversity; recognising prejudice; understanding fairness and equality.	✓	✓					
religion or belief	Respecting that people have different beliefs and values; understanding that diversity of faith contributes to community life; promoting inclusion and respect	✓	✓					
sex	Learning about similarities and differences; understanding that boys and girls have equal rights and opportunities; challenging gender stereotypes; understanding puberty and respect.		✓					✓
sexual orientation*	Understanding that families can look different, including same-sex parents; respecting all families and relationships; recognising that everyone deserves kindness and inclusion.		✓					✓

