



William Penn Curriculum Map – Personal, Social, Health and Economic Education (PSHE)

	Autumn	Spring	Summer
Year R	Fantastic Fairytales	Amazing Animals	Helpful Heroes
Year 1/2 Cycle A	Community Heroes	Shiver and Sizzle	Oh I do like to be beside...
Year 1/2 Cycle B	Who Lives Here?	Spring Has Sprung	Back in Time for...
Year 3/4 Cycle A	Raging Rivers and Marvellous Mountains	The Roman Empire	Vikings (Life and Legend)
Year 3/4 Cycle B	When Nature Strikes Back	We're Sailing down the Nile (Ancient Egypt)	Magnificent Monarch?
Year 5/6 Cycle A	We'll Meet Again (WWII links with Coolham airfield and Battle of Britain)	Heads Will Roll	Rulers of the Rainforest (Ancient Mayan Civilization and rainforests)
Year 5/6 Cycle B	Across the Universe	Into the Dragon's Den	Friends And Heroes (Quakerism and Democracy) A local History Study

	Autumn		Spring		Summer	
Jigsaw RSHE Themes	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

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By the end of EYFS pupils should know:

PSED – ELG: SELF-REGULATION:

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: MANAGING SELF:

Explain the reasons for rules, know right from wrong and try to behave accordingly.

PSED – ELG: BUILDING RELATIONSHIPS:

Work and play co-operatively and take turns with others. Show sensitivity to their own and to others' needs.

By the end of Primary school pupils should know:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

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- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

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- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

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Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

Please choose the aims that match your scheme of work to add onto your MTP's at the start of every term.

Wider Curricular Links throughout the academic year.

	Autumn		Spring		Summer	
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year R	School Disco	Denist and Dental Hygienist	Police Visit Fire and Rescue visit	Loan a Lamb project Hedgehog sanctuary Frogspawn Rail Safety assembly		
Year 1/2	School Disco	Denist and Dental Hygienist NSPCC workshop	Police and Police van visit Fire and Rescue visit	Loan a Lamb project Hedgehog sanctuary Rail Safety assembly		
Year 3/4	School Disco	NSPCC assembly	Local Counsellor Visit	Loan a Lamb project Rail Safety assembly		
Year 5/6	School Disco	Trip to London	Local Counsellor Visit	Loan a Lamb project Rail Safety assembly		

Charlie the therapy dog come in to school once a week to read with children across the school.

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Reception EYFS	Fantastic Fairytales	Amazing Animals	Helpful Heroes			
	<p>Focus: Being Me in My World By the end of this Unit:</p> <p>Pupils will know: In this unit, the children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> · Know they have a right to learn and play, safely and happily · Know that some people are different from themselves · Know that hands can be used kindly and unkindly · Know special things about themselves · Know how happiness and sadness can be expressed · Know that being kind is good <p>Essential Vocabulary: Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p>	<p>Focus: Celebrating Difference By the end of this Unit:</p> <p>Pupils will know: In this unit, children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> · Know what being unique means · Know the names of some emotions such as happy, sad, frightened, angry · Know why having friends is important · Know some qualities of a positive friendship · Know that they don't have to be 'the same as' to be a friend · Know what being proud means and that people can be proud of different things · Know that people can be good at different things · Know that families can be different · Know that people have different homes and why they are important to them · Know different ways of making friends · Know different ways to stand up for myself. <p>Essential Vocabulary: Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family</p>	<p>Focus: Dreams and Goals By the end of this Unit:</p> <p>Pupils will know: In this unit, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> · Know what a challenge is · Know that it is important to keep trying · Know what a goal is · Know how to set goals and work towards them · Know which words are kind · Know some jobs that they might like to do when they are older · Know that they must work hard now in order to be able to achieve the job they want when they are older · Know when they have achieved a goal. <p>Essential Vocabulary: Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</p>	<p>Focus: Healthy Me By the end of this Unit:</p> <p>Pupils will know: In this unit, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss 'stranger danger' and what they should do if approached by someone they don't know.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> · Know what the word 'healthy' means · Know some things that they need to do to keep healthy · Know the names for some parts of their body · Know when and how to wash their hands properly · Know how to say no to strangers · Know that they need to exercise to keep healthy · Know how to help themselves go to sleep and that sleep is good for them · Know what to do if they get lost. <p>Essential Vocabulary: Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare</p>	<p>Focus: Relationships By the end of this Unit:</p> <p>Pupils will know: Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> · Know what a family is · Know some of the characteristics of healthy and safe friendships · Know that friends sometimes fall out · Know some ways to mend a friendship · Know that unkind words can never be taken back and they can hurt <p>Essential Vocabulary: Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing</p>	<p>Focus: Changing Me By the end of this Unit:</p> <p>Pupils will know: Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> · Know the names and functions of some parts of the body (see vocabulary list) · Know that we grow from baby to adult · Know who to talk to if they are feeling worried. · Recognise that changing class can elicit happy and/or sad emotions · Can say how they feel about changing class/ growing up · Can identify how they have changed from a baby <p>Essential Vocabulary: Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>

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Year 1/2 Cycle A	Community Heroes		Shiver and sizzle		Oh I do like to be beside...	
	<p>Focus: Being Me in My World</p> <p>By the end of this Unit: Pupils will:</p> <ul style="list-style-type: none"> · Understand their own rights and responsibilities with their classroom · Understand that their choices have consequences · Understand that their views are important · Understand the rights and responsibilities of a member of a class <p>Children will be able to:</p> <ul style="list-style-type: none"> · Understand that they are safe in their class · Identifying helpful behaviours to make the class a safe place · Understand that they have choices · Understanding that they are special · Identify what it's like to feel proud of an achievement · Recognise feelings associated with positive and negative consequences <p>Essential Vocabulary: Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration</p>	<p>Focus: Celebrating Difference</p> <p>By the end of this Unit: Pupils will know:</p> <ul style="list-style-type: none"> · Know what bullying means · Know who to tell if they or someone else is being bullied or is feeling unhappy · Know that people are unique and that it is OK to be different · Know skills to make friendships · Know that people have differences and similarities <p>Children will be able to:</p> <ul style="list-style-type: none"> · Identify what is bullying and what isn't · Understand how being bullied might feel · Recognise ways in which they are the same as their friends and ways they are different · Know ways to help a person who is being bullied · Identify emotions associated with making a new friend · Verbalise some of the attributes that make them unique and special <p>Essential Vocabulary: Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique</p>	<p>Focus: Dreams and Goals</p> <p>By the end of this Unit: Pupils will know:</p> <ul style="list-style-type: none"> · Know how to set simple goals · Know how to achieve a goal · Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them · Know when a goal has been achieved · Know how to work well with a partner · Know that tackling a challenge can stretch their learning. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Recognise things that they do well · Explain how they learn best · Recognise their own feelings when faced with a challenge/obstacle · Recognise how they feel when they overcome a challenge/obstacle · Celebrate an achievement with a friend · Can store feelings of success so that they can be used in the future <p>Essential Vocabulary: Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve</p>	<p>Focus: Healthy Me</p> <p>By the end of this Unit: Pupils will know:</p> <ul style="list-style-type: none"> · Know the difference between being healthy and unhealthy · Know some ways to keep healthy · Know how to make healthy lifestyle choices · Know that all household products, including medicines, can be harmful if not used properly · Know that medicines can help them if they feel poorly · Know how to keep safe when crossing the road · Know how to keep themselves clean and healthy · Know that germs cause disease/illness · Know about people who can keep them safe <p>Children will be able to:</p> <ul style="list-style-type: none"> · Keep themselves safe · Recognise how being healthy helps them to feel happy · Recognise ways to look after themselves if they feel poorly · Recognise when they feel frightened and know how to ask for help <p>Essential Vocabulary: Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait</p>	<p>Focus: Relationships</p> <p>By the end of this Unit: Pupils will know:</p> <ul style="list-style-type: none"> · Know that everyone's family is different · Know that families are founded on belonging, love and care · Know that physical contact can be used as a greeting · Know how to make a friend · Know who to ask for help in the school community <p>Children will be able to:</p> <ul style="list-style-type: none"> · Can express how it feels to be part of a family and to care for family members · Can say what being a good friend means · Can identify forms of physical contact they prefer · Can say no when they receive a touch they don't like. <p>Essential Vocabulary: Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate</p>	<p>Focus: Changing Me</p> <p>By the end of this Unit: Pupils will know:</p> <ul style="list-style-type: none"> · Know the names of male and female private body parts · Know that there are correct names for private body parts and nicknames, and when to use them · Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these · Know who to ask for help if they are worried or frightened. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Understand and accept that change is a natural part of getting older · Can suggest ways to manage change, e.g. moving to a new class · Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) <p>Essential Vocabulary: Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping</p>
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Year 1/2 Cycle B	Who lives here?		Spring Has Sprung		Back in Time for...	
	<p>Focus: Being Me in My World</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Understand the rights and responsibilities of class members · Know about rewards and consequences and that these stem from choices · Know that it is important to listen to other people · Understand that their own views are valuable <p>Children will be able to:</p> <ul style="list-style-type: none"> · Know how to make their class a safe and fair place · Show good listening skills · Be able to work co-operatively · Recognise own feelings and know when and where to get help · Recognise the feeling of being worried <p>Essential Vocabulary: Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving</p>	<p>Focus: Celebrating Difference</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know the difference between a one-off incident and bullying · Know that sometimes people get bullied because of difference · Know that friends can be different and still be friends · Know there are stereotypes about boys and girls · Know where to get help if being bullied · Know that it is OK not to conform to gender stereotypes · Know it is good to be yourself <p>Children will be able to:</p> <ul style="list-style-type: none"> · Explain how being bullied can make someone feel · Know how to stand up for themselves when they need to · Understand that everyone's differences make them special and unique <p>Essential Vocabulary: Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value</p>	<p>Focus: Dreams and Goals</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know how to choose a realistic goal and think about how to achieve it · Know that it is important to persevere · Know how to recognise what working together well looks like · Know what good group-working looks like · Know how to share success with other people. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Recognise how working with others can be helpful · Be able to work effectively with a partner · Be able to choose a partner with whom they work well · Be able to work as part of a group <p>Essential Vocabulary: Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product</p>	<p>Focus: Healthy Me</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know what their body needs to stay healthy · Know what relaxed means · Know why healthy snacks are good for their bodies · Know which foods given their bodies energy. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Feel positive about caring for their bodies and keeping it healthy · Have a healthy relationship with food · Desire to make healthy lifestyle choices · Identify when a feeling is weak and when a feeling is strong · Express how it feels to share healthy food with their friends. <p>Essential Vocabulary: Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious</p>	<p>Focus: Relationships</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know that there are lots of forms of physical contact within a family · Know how to stay stop if someone is hurting them · Know there are good secrets and worry secrets and why it is important to share worry secrets · Know what trust is · Know that everyone's family is different. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Can identify the different roles and responsibilities in their family · Can recognise the value that families can bring · Can recognise and talk about the types of physical contact that is acceptable or unacceptable · Can identify the negative feelings associated with keeping a worry secret · Can identify who they trust in their own relationships. <p>Essential Vocabulary: Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,</p>	<p>Focus: Changing Me</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know the physical differences between male and female bodies · Know that private body parts are special and that no one has the right to hurt these · Know who to ask for help if they are worried or frightened · Know there are different types of touch and that some are acceptable and some are unacceptable · Know the correct names for private body parts · Know that life cycles exist in nature. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Can say who they would go to for help if worried or scared · Can say what types of touch they find comfortable/uncomfortable · Be able to confidently ask someone to stop if they are being hurt or frightened. <p>Essential Vocabulary: Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy</p>

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Year 3/4 Cycle A	Raging Rivers and Marvellous Mountains		The Roman Empire		Vikings – Life and legend	
	<p>Focus: Being Me in My World</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know that the school has a shared set of values · Know why rules are needed and how these relate to choices and consequences · Know that actions can affect others' feelings · Know that others may hold different views. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Make other people feel valued · Develop compassion and empathy for others · Be able to work collaboratively · Recognise self-worth · Identify personal strengths · Be able to set a personal goal · Recognise feelings of happiness, sadness, worry and fear in themselves and others. <p>Essential Vocabulary: Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong</p>	<p>Focus: Celebrating Difference</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do · Know that conflict is a normal part of relationships · Know that some words are used in hurtful ways and that this can have consequences. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Use the 'Solve it together' technique to calm and resolve conflicts with friends and family · Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary · Be able to show appreciation for their families, parents and carers. <p>Essential Vocabulary: Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,</p>	<p>Focus: Dreams and Goals</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know that they are responsible for their own learning · Know what an obstacle is and how they can hinder achievement · Know how to take steps to overcome obstacles · Know what dreams and ambitions are important to them. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Can break down a goal into small steps · Can manage feelings of frustration linked to facing obstacles · Imagine how it will feel when they achieve their dream/ambition · Recognise other people's achievements in overcoming difficulties · Recognise how other people can help them to achieve their goals · Can share their success with others <p>Essential Vocabulary: Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate</p>	<p>Focus: Healthy Me</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know how exercise affects their bodies · Know that the amount of calories, fat and sugar that they put into their bodies will affect their health · Know that there are different types of drugs · Know that there are things, places and people that can be dangerous · Know when something feels safe or unsafe. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Respect their own bodies and appreciate what they do · Can take responsibility for keeping themselves and others safe · Identify how they feel about drugs · Can express how being anxious or scared feels. <p>Essential Vocabulary: Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice</p>	<p>Focus: Relationships</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know that different family members carry out different roles or have different responsibilities within the family · Know some of the skills of friendship, e.g. taking turns, being a good listener · Know some strategies for keeping themselves safe online · Know that they and all children have rights (UNCRC). <p>Children will be able to:</p> <ul style="list-style-type: none"> · Can identify similarities in children's rights around the world · Can identify their own wants and needs and how these may be similar or different from other children in school and the global community. · Can identify the responsibilities they have within their family · Know how to access help if they are concerned about anything on social media or the internet <p>Essential Vocabulary: Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport</p>	<p>Focus: Changing Me</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults · Know some of the outside body changes that happen during puberty · Know some of the changes on the inside that happen during puberty. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Can express how they feel about puberty · Can say who they can talk to about puberty if they have any worries · Can suggest ways to help them manage feelings during changes they are more anxious about. · Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry. <p>Essential Vocabulary: Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge</p>

08/06/2026

Year 3/4 Cycle B	When Nature Strikes Back		We're Sailing Down the Nile		Magnificent Monarch?	
	<p>Focus: Being Me in My World</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know their place in the school community · Know what democracy is (applied to pupil voice in school) · Know how groups work together to reach a consensus · Know that having a voice and democracy benefits the school community <p>Children will be able to:</p> <ul style="list-style-type: none"> · Identify the feelings associated with being included or excluded · Be able to take on a role in a group discussion / task and contribute to the overall outcome · Know how to regulate my emotions · Can make others feel cared for and welcome · Recognise the feelings of being motivated or unmotivated. <p>Essential Vocabulary: Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)</p>	<p>Focus: Celebrating Difference</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying · Know the reasons why witnesses sometimes join in with bullying and don't tell anyone · Know that sometimes people make assumptions about a person because of the way they look or act. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Be comfortable with the way they look · Try to accept people for who they are · Be non-judgemental about others who are different · Identify influences that have made them think or feel positively/negatively about a situation. <p>Essential Vocabulary: Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed</p>	<p>Focus: Dreams and Goals</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know how to make a new plan and set new goals even if they have been disappointed · Know how to work as part of a successful group · Know how to share in the success of a group · Know what their own hopes and dreams are · Know that hopes and dreams don't always come true. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Have a positive attitude · Can identify the feeling of disappointment · Be able to cope with disappointment · Can identify what resilience is. <p>Essential Vocabulary: Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise</p>	<p>Focus: Healthy Me</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know that there are leaders and followers in groups · Know the facts about smoking and its effects on health · Know the facts about alcohol and its effects on health, particularly the liver · Know ways to resist when people are putting pressure on them · Know what they think is right and wrong. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Can identify the feelings that they have about their friends and different friendship groups · Recognise negative feelings in peer pressure situations · Can identify the feelings of anxiety and fear associated with peer pressure · Can tap into their inner strength and know-how to be assertive. <p>Essential Vocabulary: Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong</p>	<p>Focus: Relationships</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know some reasons why people feel jealousy · Know that loss is a normal part of relationships · Know that negative feelings are a normal part of loss · Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Can identify people who are special to them and express why · Can identify the feelings and emotions that accompany loss · Can suggest strategies for managing loss · Can tell you about someone they no longer see · Can suggest ways to manage relationship changes including how to negotiate. <p>Essential Vocabulary: Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.</p>	<p>Focus: Changing Me</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm · Know that babies are made by a sperm joining with an ovum · Know the names of the different internal and external body parts that are needed to make a baby · Know how the female and male body change at puberty · Know that change can bring about a range of different emotions. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Can appreciate their own uniqueness and that of others · Can express any concerns they have about puberty · Have strategies for managing the emotions relating to change. <p>Essential Vocabulary: Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance</p>

Year 5/6 Cycle A	We'll Meet Again		The Tudors			
	<p>Focus: Being Me in My World</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Understand how democracy and having a voice benefits the school community · Understand how to contribute towards the democratic process · Understand the rights and responsibilities associated with being a citizen in the wider community and their country. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Empathy for people whose lives are different from their own · Consider their own actions and the effect they have on themselves and others · Be able to work as part of a group, listening and contributing effectively. <p>Essential Vocabulary: Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective, Democracy</p>	<p>Focus: Celebrating Difference</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know external forms of support in regard to bullying e.g. Childline · Know that bullying can be direct and indirect · Know what racism is and why it is unacceptable · Know what culture means. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Appreciate the value of happiness regardless of material wealth · Identify their own culture and different cultures within their class community · Identify their own attitudes about people from different faith and cultural backgrounds · Develop respect for cultures different from their own. <p>Essential Vocabulary: Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem</p>	<p>Focus: Dreams and Goals</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know about a range of jobs that are carried out by people I know · Know the types of job they might like to do when they are older · Know that young people from different cultures may have different dreams and goals. <p>Barclays Bank budget and money lessons.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> · Verbalise what they would like their life to be like when they are grown up · Appreciate the contributions made by people in different jobs · Reflect on the differences between their own learning goals and those of someone from a different culture · Appreciate the differences between themselves and someone from a different culture. <p>Essential Vocabulary: Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination,</p>	<p>Focus: Healthy Me</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know basic emergency procedures, including the recovery position · Know the health risks of smoking · Know how to get help in emergency situations · Know that the media, social media and celebrity culture promotes certain body types · Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Respect and value their own bodies · Can reflect on their own body image and know how important it is that this is positive · Recognise strategies for resisting pressure · Can identify ways to keep themselves calm in an emergency. <p>Essential Vocabulary: Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media,</p>	<p>Focus: Relationships</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know that there are rights and responsibilities in an online community or social network · Know that there are rights and responsibilities when playing a game online · Know that too much screen time isn't healthy · Know how to stay safe when using technology to communicate with friends. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Can identify when an online community/social media group feels risky, uncomfortable, or unsafe · Can suggest strategies for staying safe online/social media · Can say how to report unsafe online/social network activity · Can identify when an online game is safe or unsafe · Can suggest strategies for managing unhelpful pressures online or in social networks. <p>Essential Vocabulary: Personal attributes, Qualities, Characteristics, Self-esteem, Unique,</p>	<p>Focus: Changing Me</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally · Know that sexual intercourse can lead to conception · Know that some people need help to conceive and might use IVF · Know that becoming a teenager involves various changes and also brings growing responsibility. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Can celebrate what they like about their own and others' self-image and body image · Can suggest ways to boost self-esteem of self and others · Recognise that puberty is a natural process that happens to everybody and that it will be OK for them. · Can ask questions about puberty to seek clarification. <p>Essential Vocabulary: Body image, Self-image, Looks, Personality,</p>

		<p>solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation</p>	<p>Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference</p>	<p>Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation</p>	<p>Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARTT rules</p>	<p>Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights</p>
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Year 5/6 Cycle B	Across the Universe		Into the Dragon's Den		Friends and Heroes	
	<p>Focus: Being Me in My World</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know about children's universal rights (United Nations Convention on the Rights of the Child) · Know about the lives of children in other parts of 	<p>Focus: Celebrating Difference</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know that people can hold power over others individually or in a group · Know that power can play a part in a bullying or conflict situation 	<p>Focus: Dreams and Goals</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know their own learning strengths · Know what their classmates like and admire about them · Know a variety of 	<p>Focus: Healthy Me</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know how to take responsibility for their own health · Know what it means to be emotionally well · Know how to make choices that benefit their own health and well- 	<p>Focus: Relationships</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know that it is important to take care of their own mental health · Know ways that they can take care of their own mental health · Know the stages of grief and that there are 	<p>Focus: Changing Me</p> <p>By the end of this Unit:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> · Know how a baby develops from conception through the nine months of pregnancy and how it is born · Know how being physically attracted to someone changes the

	<p>the world</p> <ul style="list-style-type: none"> · Know that personal choices can affect others locally and globally. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Know own wants and needs · Be able to compare their life with the lives of those less fortunate · Demonstrate empathy and understanding towards others · Can demonstrate attributes of a positive role-model. <p>Essential Vocabulary: Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision</p>	<ul style="list-style-type: none"> · Know that there are different perceptions of 'being normal' and where these might come from · Know that difference can be a source of celebration as well as conflict <p>Children will be able to:</p> <ul style="list-style-type: none"> · Empathise with people who are different and be aware of my own feelings towards them · Identify feelings associated with being excluded · Be able to recognise when someone is exerting power negatively in a relationship · Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens. <p>Essential Vocabulary: Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights</p>	<p>problems that the world is facing</p> <ul style="list-style-type: none"> · Know some ways in which they could work with others to make the world a better place. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Understand why it is important to stretch the boundaries of their current learning · Be able to give praise and compliments to other people when they recognise that person's achievements · Empathise with people who are suffering or living in difficult situations. <p>Essential Vocabulary: Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition</p>	<p>being.</p> <ul style="list-style-type: none"> · Know that some people can be exploited and made to do things that are against the law · Know why some people join gangs and the risk that this can involve. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Are motivated to care for their own physical and emotional health · Suggest strategies someone could use to avoid being pressured · Can use different strategies to manage stress and pressure. <p>Essential Vocabulary: Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure</p>	<p>different types of loss that cause people to grieve.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> · Can resist pressure to do something online that might hurt themselves or others · Can take responsibility for their own safety and well-being. · Recognise that people can get problems with their mental health and that it is nothing to be ashamed of. <p>Essential Vocabulary: Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety</p>	<p>nature of the relationship</p> <ul style="list-style-type: none"> · Know the importance of self-esteem and what they can do to develop it. <p>Children will be able to:</p> <ul style="list-style-type: none"> · Recognise ways they can develop their own self-esteem · Can express how they feel about the changes that will happen to them during puberty · Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something they don't want to do. <p>Essential Vocabulary: Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement</p>
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