



Ashley Junior School

Ready • Respectful • Responsible



AJS Learning for Life Learning Journeys

NB- there are five journeys which are marked as 'coming soon'.
Kapow are publishing these later in the year and they will be added
when they are available.

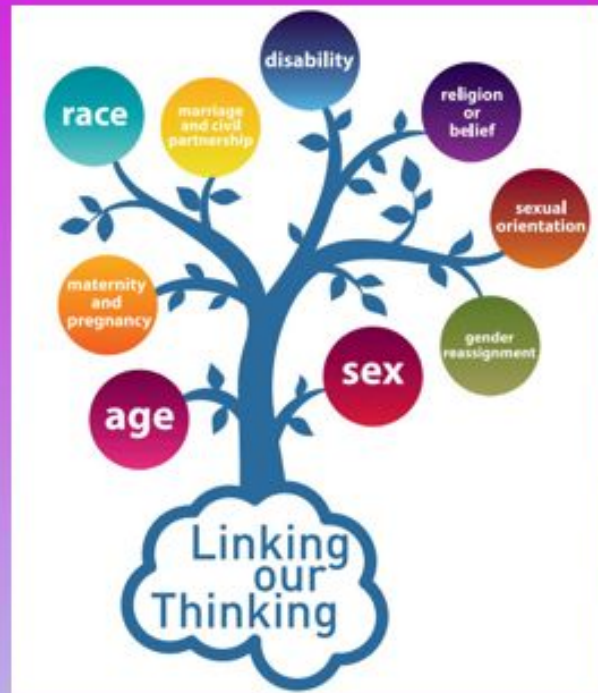


Learning for Life

Definition



A good **citizen** is someone who has the knowledge, skills and understanding to lead a confident, healthy and independent life.



As a **good citizen** we are learning to...

- **think** carefully about our own and others health and well-being
- **reflect** on what positive relationships look like, with reference to: friendships, family and relationships with other children and adults
- value and respect differences, including those reflected within the nine protected characteristics



Intent

At Ashley Junior School, our intent is to provide a progressive, inclusive and age-appropriate RSE curriculum which:

- Develops pupils' understanding of healthy relationships.

- Supports positive mental health and wellbeing.

- Promotes respect, kindness and inclusion.

- Enables pupils to understand and manage change.

- Equips children with the skills to stay safe in the real world and online.

- Prepares pupils for the opportunities, responsibilities and experiences of later life.

Our curriculum is designed around the Kapow Primary RSE and PSHE Scheme of Work, which provides a progressive spiral curriculum that revisits and develops key knowledge and skills throughout pupils' primary education.

Implementation:

RSE is taught through dedicated PSHE lessons using the Kapow Primary RSE and PSHE Scheme. Learning is carefully sequenced and revisited through a spiral curriculum model to deepen understanding over time.

At Ashley Junior School:

Years 3 and 4

RSE and PSHE are delivered using the Kapow Mixed-Age Long-Term Plan. This ensures that pupils in mixed-age classes receive a progressive curriculum without unnecessary repetition whilst covering all statutory content.

Units include:

Connecting with others: What helps us feel safe and included?

The online world: How should we communicate online?

Citizenship

Staying safe

Respectful relationships

Online safety and critical thinking

Growing up: How will my body and emotions change as I grow up?

Year 5

Year 5 follows the Kapow Standard Long-Term Plan. Pupils study:

My healthy self

Healthy relationships

Online influences

Citizenship

Growing up and puberty

Economic wellbeing

Year 6

Year 6 follows the Kapow Standard Long-Term Plan. Pupils study:

Future health and wellbeing

Standing up for themselves and others

Online influences and safety

Rights and responsibilities

Staying safe as they grow up

Transition to secondary school

Implementation:

Non-Statutory Sex Education

Ashley Junior School teaches an additional non-statutory Sex Education unit in Year 6 during Summer Term 2.

This unit complements statutory Relationships Education, Health Education and National Curriculum Science and includes age-appropriate learning about:

Human reproduction

Conception

Pregnancy

Birth

The purpose of this learning is to prepare pupils for secondary education and provide accurate, factual information in a safe and supportive environment.

Parents have the right to request withdrawal from this non-statutory Sex Education content.



Impact

Through our RSE curriculum, pupils will:

Know

How to develop healthy relationships.

How to stay safe online and offline.

How to recognise risks and seek support.

How their bodies and emotions change as they grow.

Understand

Respect, equality and diversity.

Personal boundaries and consent.

Physical and emotional wellbeing.

Be able to

Communicate effectively.

Make informed and responsible choices.

Show empathy and respect towards others.

Access help when needed.

Impact is monitored through:

Pupil voice

Learning walks

Book scrutiny

Teacher assessment

Monitoring of safeguarding themes

Parent and staff feedback

**AJS Learning for Life
Learning Journeys
Year 3/4-Cycle A**



Cycle A Year 3/4: **Connecting with others**

What makes us feel safe and included?

Autumn 1

WALT: identify what bullying is and how it might make someone feel.

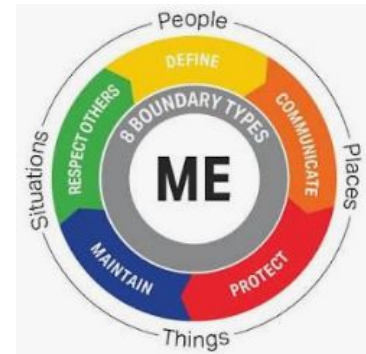
WALT: explore fair ways to respond after a falling out with a friend.

WALT: describe what makes a good friend

WALT: identify how families can spend time together and support each other.

WALT: identify personal boundaries

WALT: recognise what self respect is and why it is important.



Key Vocabulary

Behaviour
Boundaries
Falling Out
Friendship

Retrieval:

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Key Questions:

1) What is a personal boundary?

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Cycle A Year 3/4: **Connecting with others**

What makes us feel safe and included?

Autumn 1

WALT: identify what bullying is and how it might make someone feel.

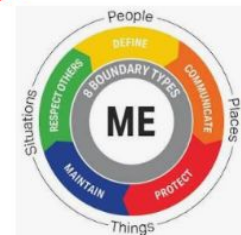
WALT: explore fair ways to respond after a falling out with a friend.

WALT: describe what makes a good friend

WALT: identify how families can spend time together and support each other.

WALT: identify personal boundaries

WALT: recognise what self respect is and why it is important.



Key Vocabulary

Behaviour
Boundaries
Falling Out
Friendship

2) How could you sort out a falling out with a friend?

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3) What different types of bullying are there?

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Cycle A Year 3/4: The Online World

How should we communicate online?

Autumn 2



WALT- explain and practise ways to stay safe online and seek help

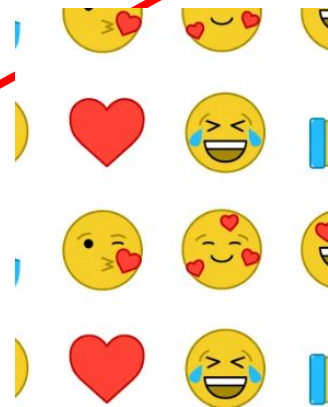
WALT- explain why we must be careful when communicating online.

WALT: understand how to respond safely to online bullying.

WALT: explain how online communication can be misunderstood.

WALT: describe respectful ways to communicate online.

WALT: identify ways people communicate online and in person.



Key Vocabulary

Age restriction	respectful
Anonymous	screenshot
Block	trusted adult
Communicate	online
Report	internet
respect	

Retrieval:

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Key Questions:

1) Give an example of online bullying.

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2) What things should you not share online?

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3) What does it mean to block someone online?

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Cycle A Year 3/4: **The Online World**

How should we communicate online?



WALT- explain and practise ways to stay safe online and seek help

WALT- explain why we must be careful when communicating online.

WALT: understand how to respond safely to online bullying.

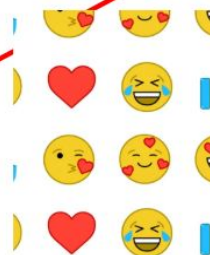
WALT: explain how online communication can be misunderstood.

WALT: describe respectful ways to communicate online.

WALT: identify ways people communicate online and in person.



Autumn 2



Key Vocabulary

Age restriction	respectful
Anonymous	screenshot
Block	trusted adult
Communicate	online
Report	internet
respect	



Cycle A Year 3/4: **Citizenship**

What careers do people choose and why?

Spring 1

Published
1/11/26



*Coming
soon!*



Cycle A Year 3/4: **Staying Safe**

Spring 2

What signs help me recognise what is safe and unsafe?



WALT: recognise hazards and explain how thinking ahead reduces risk.

WALT: To explain when drugs and medicines can be helpful or harmful.

WALT: To explain how to stay safe in, on and around water.

WALT: identify common risks and explain how to stay safe when walking, cycling or scooting.

WALT: to respond to an unsafe situation safely



Key Vocabulary

Alcohol	boundaries
Cigarettes	crossing
Current	hazard
Inappropriate	operator
personal space	pressure
risks	tide
vape	



WALT: Identify warning signs that a situation may be unsafe

Retrieval:

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Key Questions:

1)



What does this flag mean at
The beach?

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2) What is a drug?

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3) Where is a safe place to cross a road?

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Cycle A Year 3/4: **Staying Safe**

Spring 2

What signs help me recognise what is safe and unsafe?



WALT: recognise hazards and explain how thinking ahead reduces risk.

WALT: To explain when drugs and medicines can be helpful or harmful.

WALT: To explain how to stay safe in, on and around water.

WALT: identify common risks and explain how to stay safe when walking, cycling or scooting.

WALT: to respond to an unsafe situation safely

WALT: Identify warning signs that a situation may be unsafe



Key Vocabulary

Alcohol	boundaries
Cigarettes	crossing
Current	hazard
Inappropriate	operator
personal space	pressure
risks	tide
vape	



Cycle A Year 3/4: **Connecting with others**

How can we respect each other?

Summer 1



WALT: describe what stereotypes are and why they are unfair.

WALT: explain when and how to ask for help when I see bullying.

WALT: consider how actions help us look after our friendships.

WALT: describe a range of ways to build trusting friendships?

WALT: practise being respectful in different settings.

WALT: use positive thoughts and words when things are challenging.



Key Vocabulary

assertive	bullying
compromise	disrespect
loneliness	manners
respect	self-respect
trust	trusted adult

Retrieval:

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Key Questions:

1) What can you do to calm yourself down when you feel frustrated or angry?

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Cycle A Year 3/4: **Connecting with others**

How can we respect each other?

Summer 1



WALT: describe what stereotypes are and why they are unfair.

WALT: explain when and how to ask for help when I see bullying.

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WALT: use positive thoughts and words when things are challenging.



Key Vocabulary

assertive	bullying
compromise	disrespect
loneliness	manners
respect	self-respect
trust	trusted adult

2) What does being a good and trustworthy friend look like?

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3) What could you do if you see someone being bullied or treated unfairly?

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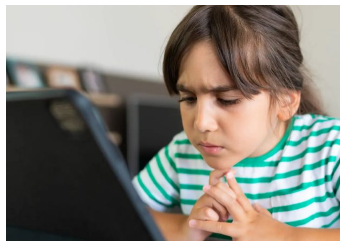
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Cycle A Year 3/4: **The online world**

How can we decide what to trust online?

Summer 2



WALT: recognise the importance of questioning what we see online?

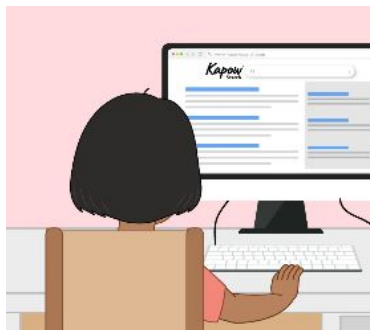
WALT: evaluate multiple resources of online information?

WALT: check whether online information is reliable?

WALT: recognise that some online information can be misleading.

WALT: recognise that not all online content is appropriate for children.

WALT: recognise how the internet can be helpful and challenging?



Key Vocabulary

age-restriction
online content
reliable
search engine
search result

Retrieval:

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Key Questions:

1) Why do some games, apps and films have age restriction symbols?

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Cycle A Year 3/4: **The online world**

How can we decide what to trust online?

Summer 2



WALT: recognise the importance of questioning what we see online?

WALT: evaluate multiple resources of online information?

WALT: check whether online information is reliable?

WALT: recognise that some online information can be misleading.

WALT: recognise that not all online content is appropriate for children.

WALT: recognise how the internet be helpful and challenging?





Key Vocabulary

age-restriction

online content

reliable

search engine

search result

2) Why might some information online not be true or accurate?

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3) How can checking more than one website help you decide if information is reliable?

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**AJS Learning for Life
Learning Journeys
Year 3/4-Cycle B**



Cycle B Year 3/4: **My Healthy Self**

How can I take care of my mind and body?

Autumn 1

WALT: understand how to support ourselves and get help with our feelings.

WALT: identify strategies that may be helpful when experiencing strong emotions.

WALT: understand why sleep is important and how we can sleep well.

WALT: understand that our minds and bodies are connected.

WALT: recognise how others might be feeling using clues.

WALT: describe how emotions affect our body?

Introduction lesson - setting rules
for L4L lessons



Key Vocabulary

body clues	bullying
emotions	face clues
feelings	health
mind	mood
respect	routine
safe	support
trust	trusted adult

Retrieval:

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Key Questions:

1) Why is sleep important for our bodies and feelings?

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Cycle B Year 3/4: **My Healthy Self**
How can I take care of my mind and body?

Autumn 1

WALT: understand how to support ourselves and get help with our feelings.

WALT: identify strategies that may be helpful when experiencing strong emotions.

WALT: understand why sleep is important and how we can sleep well.

WALT: understand that our minds and bodies are connected.

WALT: recognise how others might be feeling using clues.

WALT: describe how emotions affect our body?

Introduction lesson - setting rules for L4L lessons



Key Vocabulary

body clues	bullying
emotions	face clues
feelings	health
mind	mood
respect	routine
safe	support
trust	trusted adult

2) What can we do to help ourselves when we have difficult emotions?

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3) Who could we talk to if we or someone else needs help?

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Cycle B Year 3/4: **Citizenship**

Autumn 2

What rights and responsibilities do we have?



WALT: recognise our responsibility to recycle at home, school and in the local area.

WALT: understand how reusing items helps protect the environment.

WALT: Understand how reducing what we use helps protect the environment.

WALT: recognise that children have rights and why they matter.

WALT: recognise that everyone has rights and responsibilities.



Key Vocabulary

budget
business
community
environment
human rights
local council
respect
responsibilities

Retrieval:

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Key Questions:

1)What are human rights, and can you name one right that everyone should have?

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Cycle B Year 3/4: **Citizenship** What rights and responsibilities do we have?

Autumn 2

WALT: recognise our responsibility to recycle at home, school and in the local area.

WALT: understand how reusing items helps protect the environment.

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WALT: recognise that children have rights and why they matter.

WALT: recognise that everyone has rights and responsibilities.



Key Vocabulary

budget
business
community
environment
human rights
local council
respect
responsibilities

2)What are some jobs that our local council does to help our community?

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3) What can we do to reduce, reuse and recycle to help the environment?

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How can we prevent illness and injury and respond if they happen?

Publishing
21/9/26

Coming
soon!



Cycle B Year 3/4: **My healthy Self**

How can I make healthy choices?

Spring 2

WALT- understand that being kind can help me too.

WALT- understand how a growth mindset helps us respond to challenges.

WALT: recognise when someone may need support and how to seek help.

WALT: examine how daily habits and choices can affect our energy levels.

WALT: investigate how physical activity affects the body

WALT: explore the importance of having a balanced diet.



Key Vocabulary

active	balanced
Dehydrated	exercise
fixed mindset	team
growth mindset	trusted adult
health	
hydrated	
mental health	mindset
Nutrients	physical
health	diet
resilience	safe support

Retrieval:

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Key Questions:

1) Why is it important to eat a variety of healthy foods and drink enough water?

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Cycle B Year 3/4: **My healthy Self**
How can I make healthy choices?

Spring 2

WALT- understand that being kind can help me too.

WALT- understand how a growth mindset helps us respond to challenges

WALT: recognise when someone may need support and how to seek help.

WALT: examine how daily habits and choices can affect our energy levels.

WALT: investigate how physical activity affects the body

WALT: explore the importance of having a balanced diet



Key Vocabulary

active	balanced
Dehydrated	exercise
fixed mindset	team
growth mindset	trusted adult
health	hydrated
mental health	mindset
Nutrients	physical
health	diet
resilience	safe support

2)How can being active help keep our bodies strong and healthy?

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3) What is the difference between a fixed mindset and a growth mindset?

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Cycle B Year 3/4: **Citizenship**
How can I spend my money wisely?

Summer 1

Not yet published



*Coming
soon!*



Cycle B Year 3/4: **Growing Up**

Summer 2

How will my body and emotions change as I grow up?

WALT: identify trusted adults and explain how they can help with worries about growing up and change.

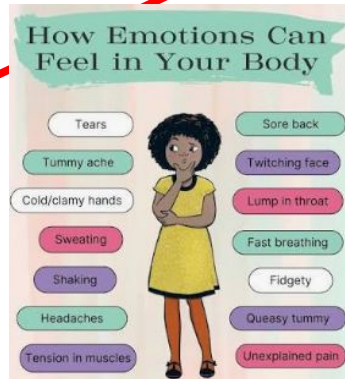
WALT: describe how and why we should treat others with kindness and respect.

WALT: explain what periods are and what happens when you have one.

WALT: explain how to manage emotions and feelings during puberty

WALT: explore how our bodies change during puberty?

WALT: explain what body boundaries are and how to communicate them?



Key Vocabulary

Boundaries	breasts
Communicate	emotions
feelings	period
permission	physical
changes	
puberty	respect
trusted adult	uncomfortable

Retrieval:

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Key Questions:

1) What are body boundaries, and why is it important to respect them?

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Cycle B Year 3/4: **Growing Up** Summer 2

How will my body and emotions change as I grow up?

WALT: identify trusted adults and explain how they can help with worries about growing up and change.

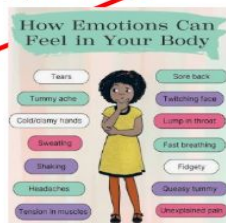
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WALT: explore how our bodies change during puberty?

WALT: explain what body boundaries are and how to communicate them?



Key Vocabulary

Boundaries	breasts
Communicate	emotions
feelings	period
permission	physical
changes	
puberty	respect
trusted adult	uncomfortable

2) What are some changes that can happen to our bodies and feelings as we grow up?

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3) Who are trusted adults you could talk to if you have questions or worries about growing up?

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**AJS learning for Life
Learning Journeys
Year 5**



Year 5 : **My Healthy Self**

Autumn 1

How can I support my mind and body as I grow?



WALT: recognise how to look after mental health.

WALT: recognise and respond to complex feelings.

WALT: recognise a range of complex feelings

WALT: compare the impact of different physical activities on the body.

WALT: reflect on how active I am.



WALT: explore how food labels can help in making healthier choices.



Key Vocabulary

active	emotions
exercise	feelings
light activity	mental health
nutrients	regulate
moderate activity	
response	
vigorous activity	

Retrieval:

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Key Questions:

1)What do the red, amber and green colours on a food label tell us?

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WALT: explore how food labels can help in making healthier choices.

2) Name one light, one moderate and one vigorous activity.

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Year 5 : **My Healthy Self**

Autumn 1

How can I support my mind and body as I grow?

WALT: recognise how to look after mental health.

WALT: recognise and respond to complex feelings.

WALT: recognise a range of complex feelings

WALT: compare the impact of different physical activities on the body.

WALT: reflect on how active I am.



Key Vocabulary

active	emotions
exercise	feelings
light activity	mental health
nutrients	regulate
moderate activity	
response	
vigorous activity	

3)Name two signs that you are feeling a strong emotion.

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Year 5 : **Connecting with others**

Autumn 2

Why are healthy relationships important?

WALT: reflect on what assertive communication looks like and why it is important.

WALT: develop and apply positive ways to respond to friendship challenges.

WALT: evaluate healthy and unhealthy friendships

WALT: identify different ways that families can support and protect each other.

WALT: understand what commitment means and how it is shown in family relationships.

WALT: describe how our identities are influenced by different factors.



Key Vocabulary

civil partnership
commitment
influence
marriage

Retrieval:

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Key Questions:

1) What does commitment mean?

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2) Give one reason why healthy friendships are important.

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3) What does being assertive mean?

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Year 5 : **Connecting with others**
Why are healthy relationships important?

Autumn 2

WALT: reflect on what assertive communication looks like and why it is important.

WALT: develop and apply positive ways to respond to friendship challenges.

WALT: evaluate healthy and unhealthy friendships

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WALT: understand what commitment means and how it is shown in family relationships.

WALT: describe how our identities are influenced by different factors



Key Vocabulary

civil partnership
commitment
influence
marriage



Year 5 : The Online World

How am I influenced by what I see?

Spring 1



WALT: recognise that online messages can be misleading.

WALT: analyse how opinions shared online can shape our views.

WALT: explain how online trends influence behaviour.

WALT: recognise how different types of online content influence choices and behaviour.

WALT: explain how online adverts are targeted.

WALT: analyse how online adverts influence what we click, buy or watch.



Key Vocabulary

Advert	fact
Influence	mislead
Opinion	scam
Sponsored	targeted advert

Retrieval:

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Key Questions:

1) What is the difference between a fact and an opinion?

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2) Name one way online content can try to influence people.

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3) What should you do if you think something online is misleading or makes you feel uncomfortable?

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Year 5 : The Online World

How am I influenced by what I see?

Spring 1



WALT: recognise that online messages can be misleading.

WALT: analyse how opinions shared online can shape our views.

WALT: explain how online trends influence behaviour.

WALT: recognise how different types of online content influence choices and behaviour.

WALT: explain how online adverts are targeted.

WALT: analyse how online adverts influence what we click, buy or watch.



Key Vocabulary

Advert	fact
Influence	mislead
Opinion	scam
Sponsored	targeted advert



Year 5 : **Citizenship**

Spring 2

How can we make a difference in our communities and beyond?



WALT: recognise how people can influence decisions made by the government.

WALT: recognise the role of pressure groups.

WALT: understand the role of a local councillor

WALT: recognise how the UK government works.

WALT: recognise how individuals and groups can contribute to a community.



WALT: recognise how to show care for others.



Key Vocabulary

budget	campaign
citizen	councillor
Democracy	government
Influence	issue
local council	Member of Parliament
national	tax

Retrieval:

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Key Questions:

1) Name one person or group that helps your community.

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WALT: recognise how individuals and groups can contribute to a community.

WALT: recognise how to show care for others.

2) Where does the government get money to pay for public services?

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Year 5 : **Citizenship**

Spring 2

How can we make a difference in our communities and beyond?

WALT: recognise how people can influence decisions made by the government.

WALT: recognise the role of pressure groups.

WALT: understand the role of a local councillor

WALT: recognise how the UK government works.



Key Vocabulary

budget	campaign
citizen	councillor
Democracy	government
Influence	issue
local council	Member of Parliament
national	tax

3) Name one way people can try to influence the government or Parliament.

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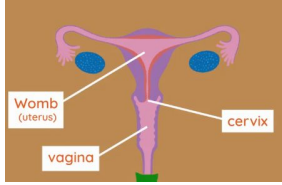
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How can I manage changes to my body and emotions as I grow up?



WALT: recognise personal boundaries and know how to respond when they are crossed.

WALT: describe what a period is and how to manage it.

WALT: identify emotions that may change during puberty and know who to talk to for support.

WALT: recognise how to treat others with kindness during puberty.

WALT: explain how good hygiene helps me look after my body, including my private parts.



WALT: discuss the physical and emotional changes that happen during puberty.



Key Vocabulary

egg	erection
genitals	hormones
hygiene	menstrual cup
period pad	period pants
Self-conscious	sensitive
tampon	wet dream
womb/uterus	

Retrieval:

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Key Questions:

1) Name one physical change that can happen during puberty.

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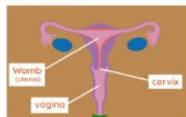
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Year 5 : **Growing Up** Summer 1

How can I manage changes to my body and emotions as I grow up?



WALT: recognise personal boundaries and know how to respond when they are crossed.

WALT: describe what a period is and how to manage it.

WALT: identify emotions that may change during puberty and know who to talk to for support.

WALT: recognise how to treat others with kindness during puberty.

WALT: explain how good hygiene helps me look after my body, including my private parts.

WALT: discuss the physical and emotional changes that happen during puberty.



Key Vocabulary

egg	erection
genitals	hormones
hygiene	menstrual cup
period pad	period pants
Self-conscious	sensitive
tampon	wet dream
womb/uterus	

2) Name one way to look after your hygiene during puberty.

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3) What is a personal boundary, and why is it important?

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Year 5 : **Citizenship**

How can we be in control of our money?

Summer 2



*Coming
soon!*



Published
1/11/26

**AJS Learning for Life
Learning Journeys
Year 6**



Year 6 Autumn 1 : **My Healthy Self**

How do my choices today shape my future wellbeing?

WALT: understand how my actions can impact myself and others.

WALT: explain how our mindset can affect our personal growth.

WALT: recognise and regulate strong and complex feelings.

WALT: describe how habits can influence long-term health.

WALT: interpret nutritional information to help make informed choices about food.

WALT: understand how daily habits protect long-term dental health.



	100ml contains	250ml contains	%GDA*
Energy	199kJ 47kcal	500kJ 120kcal	6% 2000
Protein	0.5g	1.3g	
Carbohydrate	10.5g	26.3g	29%
of which sugars	trace	trace	
Fat	trace	trace	
of which saturates	trace	trace	
Fibre	trace	trace	
Sodium	trace	trace	
Salt equivalent	trace	trace	

*Guideline daily amounts

Vitamins/Minerals 100ml contains (13% RDA)

Key Vocabulary

active	bullying
calories	dental hygiene
fixed mindset	flossing
growth mindset	long-term
mental health	mindset
nutrients	regulate
resilience	self-esteem
short-term	support
tooth decay	

Retrieval:

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Key Questions:

1) Name one way to protect your teeth.

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short-term	support
tooth decay	

2) What does a red colour on a traffic light food label mean?

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3) Name one helpful way to manage a strong feeling.

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Year 6 Autumn 2 : **Connecting with others**

What does it mean to stand up for myself and others?



WALT: explain when to seek help for yourself or someone else.

WALT: describe how to respond to bullying safely.

WALT: evaluate safe, respectful ways to challenge unfairness in everyday situations.

WALT: set and respect personal boundaries including seeking and giving consent.

WALT: evaluate how to be respectful in different situations.

WALT: make links between values and personal growth.



Key Vocabulary

bystander
discrimination
empathy
self-esteem
stereotypes
upstander

Retrieval:

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Key Questions:

1) What makes a relationship healthy?

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WALT: make links between values and personal growth.



Key Vocabulary

bystander
discrimination
empathy
self-esteem
stereotypes
upstander

2) Name one technique that can help calm you when you feel a strong emotion.

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3) What is the difference between a bystander and an upstander?

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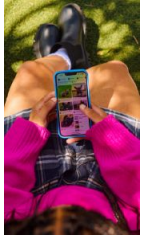
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Year 6 Spring 1 : The Online World

How do I feel about being online?



WALT: recognise the impact of online experiences on wellbeing and how to respond positively.

WALT: understand how what we share online can affect ourselves and others.

WALT: recognise and respond to harmful online behaviours.

WALT: analyse how online content can influence how people think and feel.

WALT: recognise why some online gaming can be risky and how to make safe choices.

WALT: understand how online platforms engage users and recognise ways to manage online activity.



Key Vocabulary

harmful
online bullying
online reputation
realistic
unrealistic
upstander

Retrieval:

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Key Questions:

1) Name one way an online platform tries to keep people engaged.

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WALT: understand how online platforms engage users and recognise ways to manage online activity.



Key Vocabulary

harmful
online bullying
online reputation
realistic
unrealistic
upstander

2) How can online content affect the way someone thinks or feels?

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3) What should you do if you experience or see harmful behaviour online?

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Year 6 Spring 2 : **Citizenship**
How can we protect everyone's rights?

Published
1/11/26



*Coming
soon!*



Year 6 Summer 1 : **Staying Safe**

How can I stay safe as I grow up?



WALT: recognise the risks of drug misuse and how to make safe choices.

WALT: recognise and respond to peer pressure

WALT: manage risk in, on and around water by following the water safety code.

WALT: explain how to stay safe near railways.

WALT: predict and plan for risks outside the home.

WALT: describe how to keep myself safe when I am at home without adult support.



Key Vocabulary

addictive
Cautious
Consent
drugs
Hazard
legal
public transport
upstander

bystander
coastguard
current
emergency services
illegal
peer pressure
threat
violence

Retrieval:

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Key Questions:

1) What is the difference between a hazard and a risk?

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Key Vocabulary

addictive	bystander
Cautious	coastguard
Consent	current
drugs	emergency services
Hazard	illegal
legal	peer pressure
public transport	threat
upstander	violence

2) Name one thing that can make a situation more risky.

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3) What could you say or do if someone pressures you to take drugs or do something unsafe?

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Year 6 Summer 2 : **Sex Education**

How do people become parents and carers?



WALT: understand what consent means.

WALT: consider some of the responsibilities of having a baby.

WALT: recognise that families can be formed in different ways.

WALT: understand the stages of pregnancy and the different ways babies are born.

WALT: describe how a baby is made using scientific vocabulary.

WALT: use the correct scientific vocabulary to name private body parts respectfully.



Key Vocabulary

conception
consent
ovary
pregnant
sexual intercourse
sperm

Retrieval:

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Key Questions:

1) Why is it important to use the correct scientific names for private body parts?

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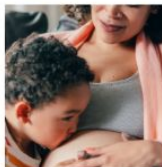
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Key Vocabulary

conception
consent
ovary
pregnant
sexual intercourse
sperm

2) Name one thing a baby needs to grow and stay healthy.

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3) What does consent mean? What is the legal age of consent in the UK?

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