

Wrawby St Mary's CE Primary School Cycle B 2026-27

Autumn Term 2026				
	Class 1 (R/Y1)	Class 2 (Y2/3)	Class 3 (Y4/5)	Class 4 (Y5/6)
The Big Question	Making Friends: playing and learning together	Mental Health and Wellbeing	Mental Health and Wellbeing	Mental Health and Wellbeing
PSHRE knowledge focus	<i>Relationships</i>	<i>Health and Wellbeing</i>	<i>Health and Wellbeing</i>	<i>Health and Wellbeing</i>
Enquiry Questions	● Ground rules, rule! ● Learning and playing together ● Let's be friends ● Let's make up ● Let's be kind ● Asking for permission	● Noticing and naming feelings ● Different distractions ● Changing thoughts and feelings ● Managing unhelpful thoughts ● Reactions and responses ● What happens when things change?	● Describing emotions ● Understanding internal and external distractions ● Exploring different thinking habits ● Different ways to manage worries ● Strategies for calm ● How do people manage change and loss?	● Noticing and naming emotions ● Directing attention and managing distractions ● Changing thinking habits ● Rumination and worry ● Managing reactivity
Substantive knowledge	● To learn what rules are, some basic safety rules and how different rules can help to keep people safe in different situations ● To learn what friendship is and what makes a good friend ● To learn how people make friends and how to be kind and caring in friendships that friends can argue, and they can also make up ● To learn simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument ● To learn how to ask for help if a friendship is making them feel unhappy ● To learn when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully	● To learn about thoughts and feelings and how noticing them can be helpful. ● To learn about different kinds of distraction. ● To learn about different ways of changing thoughts and feelings. ● To learn how to manage unhelpful thoughts. ● To learn about ways of managing reactions and responses.	● To learn how describing emotions and their intensity can help to manage them. ● To learn about internal and external distractions and how they can be managed. ● To learn about different ways of thinking and how this impacts wellbeing. ● To learn strategies that can help manage worries and positively impact emotions and behaviour.	● To learn about managing thoughts and emotions in everyday situations. ● To learn about helpful and unhelpful distractions and strategies to manage them. ● To learn about brain plasticity and how changing thinking habits can support wellbeing. ● To learn how changing the way someone thinks about an event can support wellbeing. ● To learn how managing reactivity can support wellbeing.
		Keeping Safe Online	Exploring Ways to Manage Risk	Friendships, Stereotypes and Bullying
		<i>Living in the Wider World</i>	<i>Living in the Wider World</i>	<i>Relationships</i>
		● Watching videos ● Sharing pictures ● Playing games ● Helping to make good viewing choices ● Keeping viewing choices safe	● Firework safety ● Keeping safe at home ● Independently crossing the road ● Exploring risk ● Medicines and household products ● Smoking, vaping and alcohol	● Including others ● Positive and respectful friendships ● Bullying and its impact ● Challenging stereotypes ● Addressing extremism
Disciplinary knowledge	● To know that being different makes us all special ● To know that we are all different but the same in some ways ● To understand why it is good to be kind and use gentle hands ● To know that our feelings can sometimes make us angry, but it is not okay for our hands and feet to be angry	● To know that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. ● To know 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. ● To know where and how to seek support in school	● To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health ● To know about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	● To recognise that feelings can change over time and range in intensity ● To know about everyday things that affect feelings and the importance of expressing feelings ● To know a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
Vocabulary	Rules, friend, community, kindness , difference, worried, anxiety, self-control , permission.	Wellbeing, argument, feelings, big emotions, kindness , self-control , bereavement. Online safety, BBFC classification U, PG, 12A, 12, 15, 18, PEGI-ratings 3, 7, 12, 16, 18, child protection, safeguarding. personal information.	Wellbeing, exclusion, resolve, disputes, self-control , reconciliation. Safety, explosives, rules and regulations, Green Cross Code, betting, online gambling, medicine, drugs, legal/illegal, smoking, inhaling, vaping.	Mental health, physical health, anti-social, rumination, philosophy, empathy, compassion. Stereotypes, generalisation, prejudice, belonging, bullying, segregation, extremism.
Why this/why now?	This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.	The first unit builds on prior learning exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss. The second unit explores how online content can impact feelings and supports pupils to make safe choices about what they watch or share online	The first unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety. The second unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.	The first unit builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing. The second unit explores respectful relationships. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.

Spring Term 2027				
	Class 1 (R/Y1)	Class 2 (Y2/3)	Class 3 (Y4/5)	Class 4 (Y5/6)
The Big Question	Safety at Home	Money and Work	Money Matters and News Literacy	Changes in Puberty
PSHRE knowledge focus	<i>Living in the Wider World</i>	<i>Living in the Wider World</i>	<i>Living in the Wider World</i>	<i>Health and Wellbeing</i>
Enquiry Questions	- Keeping safe at home - Keeping safe - Keeping healthy - Medicines and household products	- Strengths and interests - Different jobs - What is money? - Money choices	- How money is used - Making decisions about money - How news affects feelings - Fake or real news? - Questioning images in the news	- Puberty recap - Managing change and independence - Positive, healthy relationships - How a baby is made* - Getting a good night's sleep
Substantive knowledge	- To learn to identify some common hazards that might occur in the home - To learn how to suggest some actions children can take to help minimise the risk of accidents happening at home - To be able to recognise how rules can help keep children safe at home - To learn about rules and age restrictions that keep us safe - To recognise risk in simple everyday situations and what action to take to minimise harm - To learn about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) - To learn that household products (including medicines) can be harmful if not used correctly - To learn about the people whose job it is to help keep us safe	- To explain what makes everyone unique - To identify the different strengths and interests that people can have - To describe the strengths and interests suited to different jobs - To describe a range of different jobs, including jobs in the community - To identify the different types of work involved in some jobs - To explain how jobs help people to earn money	- To recognise where money comes from and how it is used - To identify how budget, value and needs can influence decisions about spending money - explain the importance of keeping track of money - To manage feelings about the news - To Learn how to spot fake news and its potentially harmful impact on individuals - To understand that news is targeted and and can be biased	- To learn about the changes that happen during puberty (recap from Year 4-5) - To learn about change and becoming independent - To learn about managing change and becoming more independent - To learn about positive, healthy relationships - To learn about routines that support good quality sleep.
		Building Healthy Habits	Respecting Boundaries	Positively Engaging with Our World
		<i>Health and Wellbeing</i>	<i>Relationships</i>	<i>Living in the Wider World</i>
		- Healthier eating and drinking habits - Healthier eating – choices and influences - Ready, set, cook! - Exploring dental health - Physical activity	- Giving and seeking permission - Personal boundaries - Appropriate and inappropriate touch - How can the PANTS rule help us? - Keeping safe – FGM	- Managing feelings about the news - Spotting fake news - Understanding that news is targeted - Connecting with nature - Everyday actions - Doing it together
		- Learn to identify where some food and drink come from - To describe how food and drink can be changed before it is eaten or drunk - To suggest some foods and drinks that help to keep people healthy - To identify times when someone can make choices about what to eat and drink - To identify which foods and drinks have higher and lower amounts of sugar in them - To be able to explain the steps for brushing teeth	- Learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) - Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact - Learn about seeking and giving permission (consent) in different situations - Learn that personal behaviour can affect other people; to recognise and model respectful behaviour online	- To learn how to spot fake news and develop strategies in response to the news - To understand that news is targeted and supports them to become critical consumers of such information - To describe how nature and time outdoors can help someone's mood and wellbeing - To identify some different emotions people might experience in response to climate change - To explain some everyday actions that people can take to help look after the environment
Disciplinary knowledge	- To know how to ask for advice or help for themselves or others, and to keep trying until they are heard - To know where to get advice e.g. family, school and/or other sources. - To know to dial 999 on any phone, if an emergency	- To know that everyone has different strengths and that jobs help people to earn money to pay for things - To know about what keeping healthy means; different ways to keep healthy - To know about foods that support good health and the risks of eating too much sugar - To know which foods and drinks have higher and lower amounts of sugar in them	- To know how to explain different ways that money can be saved and kept safe - To know that some news is fake news and deepfakes are for deception and exploitation - To know 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 know the importance of permission-seeking and giving in relationships with friends, peers and adults. - To know each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact.	- To know about the processes of reproduction and birth as part of the human life cycle - To know about the new opportunities and responsibilities that increasing independence may bring - To know why sleep is important for a healthy lifestyle and how sleep patterns might change during puberty - To know that some news is fake news and deepfakes can damage reputations - To know strategies and behaviours that support mental health — including time outdoors - To know the importance of having compassion towards others

Vocabulary	Hazard, risk, trusted adults, police, harmful, safe, medicine, drug, antibiotics, electrical appliances.	Employment, specialist skills, study, ambition, goals. Healthy, needs, wants, sugar, balanced diet, dental hygiene.	Career, professional, career-minded, labourer, fake news, deepfake, exploitation, deception, biased. Consent, inappropriate, permission, private area, FGM.	Puberty, physical changes, emotional changes, periods, genitalia, independence, life stages. Fake news, deepfakes, empathy, compassion, sustainability, duty.
Why this/why now?	This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.	The first unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money. The second unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.	The first unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions. The second unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.	The first unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns. The second unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.
Summer Term 2027				
	Class 1 (R/Y1)	Class 2 (Y2/3)	Class 3 (Y4/5)	Class 4 (Y5/6)
The Big Question	Being Healthy	Keeping Safe out and About	Me, My Body and Growing Up	Developing Our Understanding of AI
PSHRE knowledge focus	<i>Health and Wellbeing</i>	<i>Living in The Wider World</i>	<i>Health and Wellbeing</i>	<i>Living in The Wider World</i>
Enquiry Questions	- Keeping safe in the sun - Ready for sleep - Keeping healthy with food and drink - Looking after our teeth - The importance of handwashing	- Managing risk in the sun - Road and rail safety - Environment agency: Water safety - Canals and rivers - Flood alert!	- Time to change - Menstruation and wet dreams - Personal hygiene - Privacy - Managing emotional changes - NSPCC: Talk PANTS – Building confidence	- What is AI? - How does AI affect our rights? - What is an AI chatbot? - The impact of generative AI - The ethics of AI images - Pick your pics
Substantive knowledge	- To describe some benefits of limited sun exposure for physical and mental wellbeing - To describe how the sun can damage skin and health - To learn about the things that will help us to fall asleep and get a good night's sleep - To learn about food and drink that can help keep people healthy - To learn about looking after our teeth - To learn about the importance of personal hygiene routines.	- Explain why being in the sun can be good and not so good for our health - Identify different ways to protect our skin in the sun and give examples - To learn how to take responsibility for personal safety around roads - To learn how to recognise and manage risk in relation to railways - To explain how to keep safe near canals and rivers, identifying hazards and hidden dangers - To demonstrate what to do if there is an incident or emergency	- To learn about the physical changes that happen during puberty - To learn about the biological changes that happen during puberty - To learn about the importance of personal hygiene during puberty - To learn about emotional changes during puberty - To learn how to recognise risky or negative relationships including all forms of bullying and abuse - To learn how to respond to risky or negative relationships and ask for help	- To learn about what artificial intelligence (AI) is and how it is used in our daily lives - To learn about AI chatbots and how they are different from humans - To learn about why and how AI-generated images and videos are used online - To learn about the impact of AI-generated images and videos - To learn about the ethics of creating and sharing AI-generated images or videos - Recognise what images are appropriate to share and respond safely to requests for images of themselves
		Looking Out for Each Other	Safe Connections Online	Looking to the Future
		<i>Health and Wellbeing</i>	<i>Living in The Wider World</i>	<i>Living in The Wider World</i>
		- St John Ambulance: First aid - Allergies - Bites and stings - Calling for help - Foundations for Wellbeing	- Block him right good, Alfie! (CEOP unit) - Who's Magnus? (CEOP unit) - They have fans, we have friends! (CEOP unit) - Respectful relationships - Socialising online - What is online fraud? - Where can online fraud occur?	- Job skills - Choosing a career - Career routes - Embracing change and new challenges - Moving to secondary school
		- Learn how to make a clear and efficient call to emergency services - Learn some basic concepts of basic first aid e.g. dealing with common injuries, including head injuries - To be able to identify and help a casualty who is having an allergic reaction. - To be able to provide first aid treatment for a casualty who has been bitten or stung	- Recognise ways in which the internet and social media can be used both positively and negatively - Learn to identify signs of manipulative, pressurising or threatening behaviour online - Learn to respond safely if they think someone is trying to manipulate, pressure or threaten them - Understand their rights online, and respect those of others	- Learn to identify different types of skills used in different jobs - Describe some common stereotypes related to work - Describe some of the qualifications, training and experience needed for different careers - Explain the different ways into jobs, such as through college, apprenticeships or university

		● Be able to understand that it is important to ensure the safety of themselves and others in the event of an emergency	● Take measures to control their privacy and digital footprint and get help from an appropriate source if they need it ● Responding to harmful online behaviour, including grooming, and when and how to seek help	● To learn about the feelings pupils might experience when moving to secondary school, and ways of managing these feelings
Disciplinary knowledge	● To know about what keeping healthy means; different ways to keep healthy ● Know how to keep safe in the sun and protect skin from sun damage ● To know why sleep is important and different ways to rest and relax ● To know about dental care and visiting the dentist, how to brush teeth correctly; food and drink that support dental health	● To know about the benefits of sun exposure and risks of overexposure ● To know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about ● To know the reasons for rules and laws; consequences of not adhering to rules and laws ● how to predict, assess and manage risk in different situations	● To know that mental health, just like physical health, is part of daily life ● To know that feelings can change over time and range in intensity ● To know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene ● To know where to get more information, help and advice about growing and changing, especially about puberty	● To know about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent ● To know how text and images in the media and online can be manipulated or fabricated ● To know about stereotypes in the workplace and that a person's career aspirations should not be limited by them ● To know how to evaluate the usefulness and reliability of different sources of support and information available and explain how to access them
Vocabulary	Healthy, requirements, sun damage, wellbeing, relaxation, routines, hygiene.	Safety, consequences, adherence, choices, rules, Rule of Law, flood, unfamiliar, manage risk. Efficient, emergency, first aid, injuries, allergies, allergic reaction	Menstruation, wet dreams, range, intensity, biology, personal hygiene, consent. Online safety, grooming, personal information, fraud, identity fraud, coercion, hacking spam email.	Artificial Intelligence, deepfake, impact, chatbot, ethics, appropriate, inappropriate. Transition, career, crossroads, choices, aspirations, routes, commerce, service, engineering.
Why this/why now?	This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.	The first unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water. The second unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.	The first unit focuses on the physical and emotional changes experienced during puberty and builds pupils' confidence in using the Talk PANTS rule to keep safe. The second unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime.	The first unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use. The second unit explores career-related learning and supports pupils to prepare for the transition to secondary school.