

Wrawby St Mary's CE Primary School 2025-26

Autumn Term 2025					
	Class 1 (R/Y1)	Class 2 (Y2/3)	Class 3 (Y4/5)	Class 4 (Y5/6)	
The Big Question	Who is special to us?	How can you be a good friend?	What makes up a person's identity?	How can we keep healthy as we grow?	
PSHRE knowledge focus	<i>Relationships</i>	<i>Relationships</i>	<i>Health and Wellbeing</i>	<i>Health and Wellbeing</i>	
<b>Enquiry Questions</b>	<ul style="list-style-type: none"> <li>● Ourselves and others</li> <li>● people who care for us</li> <li>● groups we belong to</li> <li>● families</li> </ul>	<ul style="list-style-type: none"> <li>● Friendship</li> <li>● making positive friendships</li> <li>● managing loneliness</li> <li>● dealing with arguments</li> </ul>	<ul style="list-style-type: none"> <li>● Identity</li> <li>● personal attributes and qualities</li> <li>● similarities and differences</li> <li>● individuality</li> <li>● stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>● Looking after ourselves</li> <li>● growing up</li> <li>● becoming independent</li> <li>● taking more responsibility</li> </ul>	
<b>Substantive knowledge</b>	<ul style="list-style-type: none"> <li>● Learn that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>● Learn about the different people in their family / those that love and care for them</li> <li>● Learn what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>● Learn how families are all different but share common features – what is the same and different about them</li> <li>● Learn about different features of family life, including what families do / enjoy together</li> <li>● Learn that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>	<ul style="list-style-type: none"> <li>● Learn how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>● Learn how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>● Learn how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>● Learn that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>● Learn how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul>	<ul style="list-style-type: none"> <li>● Learn how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>● Learn that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>● Learn how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>● Learn about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>● Learn how to challenge stereotypes and assumptions about others</li> </ul>	<ul style="list-style-type: none"> <li>● Learn how mental and physical health are linked</li> <li>● Learn how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>● Learn how to make choices that support a healthy, balanced lifestyle</li> <li>● Learn that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>● Learn how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>● Learn how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>● Learn that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>● Learn that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>● Learn that mental health difficulties can usually be resolved or managed with the right strategies and support</li> </ul>	
			<b>What keeps us safe?</b>		<b>How can we manage our feelings?</b>
			<i>Health and Wellbeing</i>		<i>Health and Wellbeing</i>
			<ul style="list-style-type: none"> <li>● Keeping safe</li> <li>● people who help us</li> </ul>		<ul style="list-style-type: none"> <li>● Feelings and emotions</li> <li>● expression of feelings</li> <li>● behaviour</li> </ul>
			<ul style="list-style-type: none"> <li>● Learn that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>● Know who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> <li>● Learn what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>● Learn how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul>		<ul style="list-style-type: none"> <li>● Learn how everyday things can affect feelings</li> <li>● Learn how feelings change over time and can be experienced at different levels of intensity</li> <li>● Learn the importance of expressing feelings and how they can be expressed in different ways</li> <li>● Learn how to respond proportionately to, and manage, feelings in different circumstances</li> <li>● Learn ways of managing feelings at times of loss, grief and change</li> <li>● Learn how to access advice and support to help manage their own or others' feelings</li> </ul>
<b>Disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>● Understand that being different makes us all special</li> <li>● Know we are all different but the same in some ways</li> <li>● Understand why it is good to be kind and use gentle hands</li> </ul>	<ul style="list-style-type: none"> <li>● Explain why my behaviour can impact on other people in my class</li> <li>● Compare my own and my friends' choices and can express why some choices are better than others</li> <li>● Identify things, people and places that I need to keep safe from, and can tell you some</li> </ul>	<ul style="list-style-type: none"> <li>● Compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place</li> <li>● Recognise how people are feeling when they miss a special person or animal</li> </ul>	<ul style="list-style-type: none"> <li>● Explain when substances including alcohol are being used anti-socially or being misused and the impact can have on an individual and others</li> <li>● Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure</li> </ul>	

		strategies for keeping myself safe and healthy including who to go to for help	<ul style="list-style-type: none"> <li>Give ways that might help me manage my feelings when missing a special person or animal</li> </ul>	
<b>Vocabulary</b>	Family, community, <b>kindness</b> , difference, worried, anxiety	Wellbeing, exclusion, resolve, disputes, reconciliation, <b>self-control</b>	Individuality, uniqueness, stereotypes, identity, ethnicity, grief	Mental health, physical health, substance abuse, anti-social, empathy, compassion
<b>Why this/why now?</b>	This unit builds on from EYFS learning about people who help us. They will now recognise people special to them, identify why and who they can rely upon for support.	This unit builds on from children understanding what makes a good friend as they now begin to look at positive relationships with others. They will also build on their EYFS/Y1 knowledge about the things that keep them safe, including how to protect themselves if they are uncomfortable.	This unit builds on from KS1 and LKS2 as children look at identity and the personal qualities and values that help to make up a person's identity. They will build on their knowledge of how to recognise their own feelings, learn how to manage them and where to turn for advice, help and support.	This unit builds on from Y3/4 and Big Talk Education's learning about bodily changes as they grow. Children will now learn more about how they can remain mentally healthy as they experience changes and how to manage this.
<b>Spring Term 2026</b>				
	<b>Class 1 (R/Y1)</b>	<b>Class 2 (Y2/3)</b>	<b>Class 3 (Y4/5)</b>	<b>Class 4 (Y5/6)</b>
<b>The Big Question</b>	<b>Who helps us feel safe?</b>	<b>What are families like?</b>	<b>How can friends communicate safely?</b>	<b>How can the media influence people?</b>
<b>PSHRE knowledge focus</b>	<b>Health and Wellbeing</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Living in the Wider World</b>
<b>Enquiry Questions</b>	<ul style="list-style-type: none"> <li>Keeping safe</li> <li>people who help us</li> </ul>	<ul style="list-style-type: none"> <li>Families</li> <li>family life</li> <li>caring for each other</li> </ul>	<ul style="list-style-type: none"> <li>Friendships</li> <li>Relationships</li> <li>Becoming independent</li> <li>online safety</li> </ul>	<ul style="list-style-type: none"> <li>Media literacy and digital resilience</li> <li>influences and decision-making</li> <li>online safety</li> </ul>
<b>Substantive knowledge</b>	<ul style="list-style-type: none"> <li>Learn that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>Learn who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> <li>Learn how to respond safely to adults they don't know</li> <li>Learn what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>Learn how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul>	<ul style="list-style-type: none"> <li>Learn how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>Learn how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>Learn how people within families should care for each other and the different ways they demonstrate this</li> <li>Learn how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the different types of relationships people have in their lives</li> <li>Learn how friends and family communicate together; how the internet and social media can be used positively</li> <li>Learn how knowing someone online differs from knowing someone face-to-face</li> <li>Learn how to recognise risk in relation to friendships and keeping safe</li> <li>Learn about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>Learn how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>Learn how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>	<ul style="list-style-type: none"> <li>Learn how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</li> <li>Learn that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>Learn that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>Learn how text and images can be manipulated or invented; strategies to recognise this</li> <li>Learn to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>Learn to recognise unsafe or suspicious content online and what to do about it</li> <li>Learn how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>Learn how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>Learn how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>Learn to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>Learn to discuss and debate what influences people's decisions, taking into consideration different viewpoints</li> </ul>
		<b>What makes a community?</b>	<b>How can everyday drugs affect health?</b>	
		<b>Living in the Wider World</b>	<b>Health and Wellbeing</b>	
		<ul style="list-style-type: none"> <li>Community</li> <li>belonging to groups</li> <li>similarities and differences</li> <li>respect for others</li> </ul>	<ul style="list-style-type: none"> <li>Drugs</li> <li>alcohol and tobacco</li> <li>healthy habits</li> </ul>	
		<ul style="list-style-type: none"> <li>Learn how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>Learn what is meant by a diverse community; how different groups make up the wider/local community around the school</li> </ul>	<ul style="list-style-type: none"> <li>Learn how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>Learn that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> </ul>	

		<ul style="list-style-type: none"> <li>Learn how the community helps everyone to feel included and values the different contributions that people make</li> <li>Learn how to be respectful towards people who may live differently to them</li> </ul>	<ul style="list-style-type: none"> <li>Learn how laws surrounding the use of drugs exist to protect them and others</li> <li>Learn how people can prevent or reduce the risks associated with different drugs</li> <li>Learn that for some people, drug use can become a habit which is difficult to break</li> </ul>	
<b>Disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>Explain why my class is a happy and safe place to learn</li> <li>Know that help is sometimes needed from trusted adult</li> <li>Know what a stranger is and how to stay safe if a stranger approaches me</li> <li>Know to dial 999 on any phone, if an emergency</li> </ul>	<ul style="list-style-type: none"> <li>Explain why my choices might affect my family, friendships and people who I don't know</li> <li>Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special</li> <li>Give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships</li> </ul>	<ul style="list-style-type: none"> <li>Explain why being listened to and listening to others is important in my school community</li> <li>Explain how the actions of one person can affect another and can give examples of this from school and a wider community context</li> <li>Explain different roles that food and substances can play in people's lives.</li> <li>Explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy</li> </ul>	<ul style="list-style-type: none"> <li>Know that the media can have a positive or negative impact on a person's self-esteem or body image</li> <li>Understand how self-image is linked to self-esteem and know where to go for help if I am worried about my body image or self-esteem</li> <li>Apply strategies to build my self-esteem</li> </ul>
<b>Vocabulary</b>	Profession, trusted adults, police, stranger, support	Community, family, differ, typical, diversity, inclusion	Content, consent, inappropriate, drugs, legal/illegal, addiction	Positive body image, self-esteem, deep-fakes, unconscious bias, misinformation, propaganda
<b>Why this/why now?</b>	This unit enables pupils to consider those around them who help them stay safe, following on from understanding how they themselves keep safe, and where to go for help.	This unit begins to identify all types of families and builds on from younger pupils learning about people who are special to them. Building on from the term previous children will learn about community, including diversity and belonging.	Building on from KS1 and LKS2 children will use learned skills to identify safe communication in all its forms. Children will look at everyday drugs and begin to understand more about addiction.	Building on from Y3/4 and considering the impact that others have on us, this unit moves into how social media and online content has an influence on people.

**Summer Term 2026**

	<b>Class 1 (R/Y1)</b>	<b>Class 2 (Y2/3)</b>	<b>Class 3 (Y4/5)</b>	<b>Class 4 (Y5/6)</b>
<b>The Big Question</b>	<b>How can we look after each other and the world?</b>	<b>Why should we look after each other and the world?</b>	<b>How can our choices make a difference to others and the environment?</b>	<b>What will change as we become more independent? How do friendships change as we grow?</b>
<b>PSHRE knowledge focus</b>	<i>Living in The Wider World</i>	<i>Health and Wellbeing</i>	<i>Living in The Wider World</i>	<i>Relationships</i>
<b>Enquiry Questions</b>	<ul style="list-style-type: none"> <li>Ourselves and others</li> <li>the world around us</li> <li>caring for others</li> <li>growing and changing</li> </ul>	<ul style="list-style-type: none"> <li>Being healthy</li> <li>eating well</li> <li>dental care</li> </ul>	<ul style="list-style-type: none"> <li>Caring for others</li> <li>the environment</li> <li>people and animals</li> <li>shared responsibilities</li> <li>making choices and decisions</li> </ul>	<ul style="list-style-type: none"> <li>Different relationships</li> <li>changing and growing,</li> <li>adulthood</li> <li>independence</li> <li>moving to secondary school</li> </ul>
<b>Substantive knowledge</b>	<ul style="list-style-type: none"> <li>Learn how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>Learn the responsibilities they have in and out of the classroom</li> <li>Learn how people and animals need to be looked after and cared for</li> <li>Learn what can harm the local and global environment; how they and others can help care for it</li> <li>Learn how people grow and change and how people's needs change as they grow from young to old</li> <li>Learn how to manage change when moving to a new class/year group</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>Learn how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>Learn how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>Learn how people make choices about what to eat and drink, including who or what influences these</li> <li>Learn how, when and where to ask for advice and help about healthy eating and dental care</li> </ul>	<ul style="list-style-type: none"> <li>Learn how people have a shared responsibility to help protect the world around them</li> <li>Learn how everyday choices can affect the environment</li> <li>Learn how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>Learn the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> <li>Learn how to show care and concern for others (people and animals)</li> <li>Learn how to carry out personal responsibilities in a caring and compassionate way</li> </ul>	<ul style="list-style-type: none"> <li>Learn that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>Learn that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>Learn that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>Learn that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>Learn how puberty relates to growing from childhood to adulthood</li> <li>Learn how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>Learn how friendships may change as they grow and how to manage this</li> </ul>
		<b>Why should we keep active and sleep well?</b>	<b>What jobs would we like?</b>	

		<b>Health and Wellbeing</b>	<b>Living in The Wider World</b>	
		<ul style="list-style-type: none"> <li>• Being healthy</li> <li>• keeping active</li> <li>• taking rest</li> </ul>	<ul style="list-style-type: none"> <li>• Careers</li> <li>• Aspirations</li> <li>• role models</li> <li>• the future</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to manage change, including moving to secondary school; how to ask for support or where to seek further</li> </ul>
		<ul style="list-style-type: none"> <li>• Learn how regular physical activity benefits bodies and feelings</li> <li>• Learn how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>• Learn how to make choices about physical activity, including what and who influences decisions</li> <li>• Learn how the lack of physical activity can affect health and wellbeing</li> <li>• Learn how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>• Learn how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>	<ul style="list-style-type: none"> <li>• Learn that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>• Learn that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>• Learn about the skills, attributes, qualifications and training needed for different jobs</li> <li>• Learn that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>• Learn how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>• Learn how to question and challenge stereotypes about the types of jobs people can do</li> <li>• Learn how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul>	
<b>Disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>• Understand children's rights and this means we should all be allowed to learn and play</li> <li>• Learn what being responsible means</li> <li>• Say how I feel when I achieve a goal and know what it means to feel proud</li> <li>• Say why my internal treasure chest is an important place to store positive feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices</li> <li>• Compare my own and my friends' choices and can express how it feels to make healthy and safe choices</li> <li>• Express how being anxious/ scared and unwell feels</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why being democratic is important and can help me and others feel valued</li> <li>• Compare my hopes and dreams with those of young people from different cultures</li> <li>• Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel</li> </ul>	<ul style="list-style-type: none"> <li>• Express how I feel about the changes that happen during puberty, and that people develop at different rates, and what to do if I am concerned</li> <li>• Know that relationships change and suggest how to manage this</li> <li>• Recognise that my emotions and feelings can change regularly</li> </ul>
<b>Vocabulary</b>	Polite, courteous, environment, gardeners & caretakers of the world, <b>perseverance</b>	Healthy, diet, moderation, impact, routines, support	Fairtrade, eco-warriors, sustainability, careers, voluntary, profession	Adulthood, independence, romantic, <b>love</b> intimate, transition,
<b>Why this/why now?</b>	Building on from understanding how to be a good friend and help others, children now consider how they can look after the world and those in it.	Building on from KS1 children will consider oral hygiene and the impact this has on overall health. Children will learn the importance that sleep has on individuals and how this can link to mental health and wellbeing.	Build on earlier knowledge of Fairtrade from the autumn geography unit. This unit builds on learning in Y1/2 where children learn about different jobs and they now learn how choices affect the environment around them.	This unit builds on from earlier learning about changes and becoming more mature, but now the children will also consider how they will develop with their growing independence. This unit will help to support pupils as they transition to secondary education.