St Paul's C of E (VC) Junior School Curriculum Tracker 2026/2027

Curriculum Intent

St Paul's CofE VC Junior School is a school that lies at the heart of its local community providing a happy and safe environment where children are motivated to learn together.

At St Paul's, we are proud of our curriculum which offers children rich, engaging and relevant learning that will help them to thrive and achieve in the modern world. Our curriculum incorporates the statutory requirements of the National Curriculum, developing knowledge, skills and understanding. It is underpinned by our Christian School Values and how they can contribute positively as a global citizen to the world on their doorstep and beyond.

The curriculum ensures that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best they can be.

Learning for life and enjoying our journey.

At St Paul's we will:

- Ensure our curriculum meets statutory requirements across all subjects.
- Provide a bespoke curriculum that meets the needs and interests of the community that we serve.
- Ensure that we provide a curriculum that is progressive in terms of knowledge and skills.
- Provide an innovative, memorable, cross-curricular and creative curriculum that motivates and inspires children to learn and adults to teach.
- Provide a curriculum that allows movement and flexibility so that learning can be led, to some extent, by the children and their interests.
- Ensure the curriculum enables all children to be equipped with the lifelong skills and knowledge to achieve in modern Britain in the context of global citizenship.
- Provide children with the maximum opportunity to reach their potential year on year.

SCIENCE

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Scientific knowledge and conceptual understanding

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content. Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.

The nature, processes and methods of science

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through

collecting, analysing and presenting data. 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

Spoken language

The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Lower key stage 2 – years 3 and 4

The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

'Working scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.

SCIENCE National Curriculum	YEAR 3					
Term:	**1**	**2**	**3**	**4**	**5**	**6**
Plants						
Animals, including humans						
Rocks and Soil						
Light						
Forces and Magnets						

SCIENCE National Curriculum	YEAR 4					
Term:	**1**	**2**	**3**	**4**	**5**	**6**
Living things and their Habitats						
Animals, including humans						

States of Matter						
Sound						
Electricity						

Upper key stage 2 – years 5 and 6

The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

'Working and thinking scientifically' is described separately at the beginning of the programme of study but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read, spell and pronounce scientific vocabulary correctly.

SCIENCE National Curriculum	**YEAR 5**					
Term:	**1**	**2**	**3**	**4**	**5**	**6**
Living things and their Habitats						
Animals, including humans						
Properties and Changes of Materials						
Earth and Space						
Forces						

SCIENCE National Curriculum	**YEAR 6**					
Term:	**1**	**2**	**3**	**4**	**5**	**6**
Living things and their Habitats						
Animals, including humans						

Evolution and Inheritance						
Light						
Electricity						

SCIENCE						
	AUTUMN		SPRING		SUMMER	
Year 3	Rocks and Soil		Forces and Magnets	Animals, including humans	Plants	Light
Year 4	Living things and their Habitats	Animals, including humans	States of Matter	Sound	Electricity	
Year 5	Properties and Changes of Materials		Animals, including humans	Living things and their Habitats	Forces	Earth and Space
Year 6	Evolution and Inheritance		Light	Electricity	Animals, including humans	Living things and their Habitats

COMPUTING

Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation

• can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
• can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems • are responsible, competent, confident and creative users of information and communication technology.

COMPUTING National Curriculum	**KS2**					
Term:	**1**	**2**	**3**	**4**	**5**	**6**
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Y6		Y3 Y6		Y4 Y5	Y3 Y4 Y5
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	Y3		Y3 Y4 Y6		Y4 Y5 Y6	Y3 Y4 Y5
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.			Y3 Y6		Y4 Y5 Y6	Y3 Y4 Y5
Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	Y3 Y5 Y6	Y4				
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Y4	Y4 Y5		Y4 Y5	Y3	Y6
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a 14 range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Y4 Y5	Y3 Y4 Y6	Y6	Y3 Y4 Y5		Y6

COMPUTING
Online safety to be taught throughout the year.

	AUTUMN		SPRING		SUMMER	
Year 3	Computing Systems and Networks *Connecting Computers*	Creating Media *Stop-Frame Animation*	Programming *Sequencing Sounds*	Data and Information *Branching Databases*	Creating Media *Desktop Publishing*	Programming *Events and Actions in Programs*
Year 4	Creating Media *Photo Editing*	Computer Systems and Networks *The Internet*	Data and Information *Spreadsheets*	Creating Media *Audio Production Podcasts*	Programming *Repetition in Shapes*	Programming *Repetition in Games*
Year 5	Computing Systems and Networks *Systems and Searching*	Data and Information *Flat-file Databases*	Creating Media *Vector Graphics*	Creating Media *Video Production*	Programming *Selection in Physical Computing*	Programming *Selection in Quizzes*
Year 6	Computing Systems and Networks *Communication and Collaboration*	Creating Media *3D Modelling*	Programming *Variables in Games*	Data and Information *Spreadsheets*	Programming *Sensing Movement*	Creating Media *Web Page Creation*

PE

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

PE National Curriculum	KS2					
Term:	**1**	**2**	**3**	**4**	**5**	**6**
Use running, jumping, throwing and catching in isolation and in combination.						
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.						
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].		Y3/4		Y3/5/6		Y4/5/6
Perform dances using a range of movement patterns.	Y3/4		Y3/5/6		Y4/5/6	
Take part in outdoor and adventurous activity challenges both individually and within a team.	Y6		Premier Education	Premier Education	Premier Education	Premier Education
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.						

PE (SWIMMING) National Curriculum	KS2					
Term:	**1**	**2**	**3**	**4**	**5**	**6**
Swim competently, confidently and proficiently over a distance of at least 25 metres.	Y5	Y5	Y4	Y4	Y3	Y3
Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].	Y5	Y5	Y4	Y4	Y3	Y3
Perform safe self-rescue in different water-based situations.	Y5	Y5	Y4	Y4	Y3	Y3

PE

	AUTUMN		SPRING		SUMMER	
Year 3	Multi-skill Dance *(Machines)*	Invasion Games (Tag Rugby) Gymnastics	Invasion Games *(Netball)* Dance *(Superheros)*	Athletics Gymnastics *(Travelling and sequences)*	Net and Wall Games *(Dodgeball)* Swimming	Striking and Fielding Games *(Cricket)* Swimming

		(Balancing, Jumping and Rolling)				
Year 4	Invasion Games (Football) Dance *(The Spy)*	Invasion Games *(Handball)* Gymnastics *(Balancing, Jumping and Rolling)*	Net and Wall Games *(Dodgeball)* Swimming	Athletics Swimming	Net and Wall Games *(Tennis)* Dance *(Carnival)*	Striking and Fielding Games *(Rounders)* Gymnastics *(Travelling and sequences)*
Year 5	Invasion Games *(Hockey)* Swimming	Invasion Games *(Tag Rugby)* Swimming	Invasion Games *(Netball)* Dance *(Rock 'N' Roll)*	Athletics Gymnastics *(Balancing, Jumping and Rolling))*	Net and Wall Games *(Dodgeball)* Dance *(Ancient Maya)*	Striking and Fielding Games *(Cricket)* Gymnastics *(Travelling and sequences)*
Year 6	Invasion Games *(Football)* Outdoor Adventurous Activity *(Residential)*	Invasion Games *(Handball)*	Net and Wall Games *(Dodgeball)* Dance *(Stamp Clap)*	Athletics Gymnastics *(Balancing, Jumping and Rolling)*	Net and Wall Games *(Tennis)* Dance *(70's Disco)*	Striking and Fielding Games *(Rounders)* Gymnastics *(Travelling and sequences)*

HISTORY

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

HISTORY National Curriculum	**KS2**					
Term:	**1**	**2**	**3**	**4**	**5**	**6**
Changes in Britain from the Stone Age to the Iron Age *This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture*	Y3					
A local history study *Examples (non-statutory) a depth study linked to one of the British areas of study listed above 22 a study over time tracing how several aspects of national history are reflected in the locality (this can go*	Y5	Y5				

beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.						
The Roman Empire and its impact on Britain *This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity*					Y4	Y4
The achievements of the earliest civilizations *An overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China*			Y3	Y3		
Britain's settlement by Anglo-Saxons and Scots *This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne*			Y6			
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor *This could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066*			Y6			
Ancient Greece – a study of Greek life and achievements and their influence on the western world					Y5	
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 *Examples (non-statutory) the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the AngloSaxons to the present or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. A significant turning point in British history, for example, the first railways or the Battle of Britain.*	Y5 Y6	Y5 Y6				
A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.		Y4				

GEOGRAPHY

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation

and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

GEOGRAPHY National Curriculum	**KS2**					
Term:	**1**	**2**	**3**	**4**	**5**	**6**
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Y4	Y3 Y6	Y4 Y5 Y6	Y4 Y5 Y6	Y3	Y3 Y5
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time		Y6	Y5 Y6	Y5 Y6	Y3	Y3
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Y4	Y3 Y4	Y5 Y6	Y6		Y5

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Y4	Y6	Y5 Y6	Y4		Y3 Y5
Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Y4		Y4 Y5 Y6	Y4 Y5	Y3	Y3 Y5
Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Y4	Y3 Y6	Y4 Y5 Y6	Y4 Y5 Y6	Y3	Y3 Y5
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Y4	Y3 Y6	Y4 Y5 Y6	Y4 Y5 Y6	Y3	Y3 Y5
Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		Y3	Y5 Y6	Y5 Y6	Y3	Y3 Y5
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Y4	Y3 Y6	Y5 Y4 Y6	Y4 Y5 Y6	Y3	Y3 Y5

HISTORY/GEOGRAPHY TOPICS

	AUTUMN		SPRING		SUMMER	
Year 3	How Has Pre-History Changed Britain? *History*	Who lives in Antarctica? *Geography*	What Did the Ancient Egyptians do for us? *History*		Where in the World are we? What are Rivers and how are they used? *Geography*	
Year 4	Why are Rainforests important to us? *Geography*	Why was the Ancient Maya civilisation once so successful? *History*	Where does our food come from? *Geography*	Why do people live near volcanoes? *Geography*	What did the Romans do for us? *History*	
Year 5	How did the Victorian Empire change Britain? *History*		What is life like in the Alps? *Geography*	Would you like to live in a desert? *Geography*	How did the Ancient Greeks impact the Western World? *History*	Why do Oceans matter? *Geography*
Year 6	What impact did World War 2 have on British life? *History*		Where does our energy come from? *Geography*	Can I carry out an independent fieldwork enquiry? *Geography*	What impact did the Vikings and Anglo-Saxons have on Britain? *History*	Why does population change? *Geography*

ART AND DESIGN

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

ART AND DESIGN National Curriculum	KS2					
Term:	**1**	**2**	**3**	**4**	**5**	**6**
Use sketch books to record observations and use them to review and revisit ideas.	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6
Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6

Learn great artists, architects and designers in history.	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6

ART AND DESIGN

	AUTUMN	SPRING	SUMMER
Year 3	**Painting** Expressive painting, including colour mixing Van Gogh and Cezanne	**Drawing with charcoal/3D installation** Gestural drawing and creating a 3D cave Laura McKendry and Edgar Degas	**Printing** Mono Printing inspired by local animals Xgaoc'o X'are
Year 4	**Collage** Exploring pattern Rachel Parker	**Painting** Creating Portraits Frida Kahlo	**3D Art (Clay)** Clay pottery – Coil pots Greyson Perry
Year 5	**Printing** Printing inspired by nature William Morris	**Painting** Exploring watercolours Creating Mandalas Louise Despont	**Collage/Mixed media** Mixed Media collage/3D work Mythical Gods and beasts Victoria Topping
Year 6	**3D Art (Clay)** Viking clay sculpture Frans Xavier Messerschmidt	**Mixed media/3D installation** Brave colour – creating mini installations Liz West/Carnovsky/Yinka Iloria	**Collage** Activism – propaganda art Luba Lukova/ Kate Deciccio/Shepard Fairey

All units in every term will cover drawing skills.

DESIGN TECHNOLOGY

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical

understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

DESIGN AND TECHNOLOGY National Curriculum	**KS2**		
Term:	**Autumn**	**Spring**	**Summer**
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	Y3 Y4 Y5	Y3	Y3 Y4 Y5 Y6
Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6
Investigate and analyse a range of existing products	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6
Understand how key events and individuals in design and technology have helped shape the world	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6	Y3 Y4 Y5 Y6
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures		Y3	Y4 Y5 Y6

Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		Y5 Y6	Y5 Y6
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]		Y4	Y4
Apply their understanding of computing to program, monitor and control their products.	Y6	Y4	

COOKING AND NUTRITION National Curriculum	**KS2**		
Term:	**Autumn**	**Spring**	**Summer**
Apply the principles of a healthy and varied diet	Y3	Y4 Y5 Y6	All Healthy Schools Week
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Y3	Y4 Y5 Y6	
Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.	Y3 Harvest Festival	Y4 Y5 Y6	

DESIGN AND TECHNOLOGY

Design, Make, Evaluate

Cooking Construction Textiles

	AUTUMN	SPRING	SUMMER
Year 3	**Cooking** - Seasonal Tarts Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the relationship between colour and health benefits.	**Structures** - Castles Identify and learn about the key features of a castle, before designing and making a recycled-material castle (structure).	**Textiles** - Cross Stitch and Applique Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make a cushion or Egyptian collar.
Year 4	**Textiles** - Fastenings	**Cooking** - Bread	**Electrical Systems** - Torches

	Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a fabric book sleeve.	Work in groups to adapt an existing recipe, whilst taking into account the cost of the ingredients and other expenses against a set budget.	Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then develop a new functional torch design.
Year 5	**Textiles** - Stuffed Toys Design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch.	**Cooking** - What could be healthier? Compare the nutritional value of existing and develop a healthier spaghetti bolognaise recipe.	**Mechanical Systems** - Pop up books Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.
Year 6	. **Textiles** - Waistcoats Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, children design, assemble and decorate a waistcoat for a chosen purpose.	**Cooking** - Pizza Develop a pizza reciepe focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient's farm to fork process.	**Structures-** Playgrounds Designing a playground featuring a variety of different structures, giving consideration to how the structures will be used.

FOREIGN LANGUAGE

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an

appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

FOREIGN LANGUAGE National Curriculum	**KS2**					
Term:	**1**	**2**	**3**	**4**	**5**	**6**
Listen attentively to spoken language and show understanding by joining in and responding.	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6
Present ideas and information orally to a range of audiences.	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6
Read carefully and show understanding of words, phrases and simple writing.	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6
Appreciate stories, songs, poems and rhymes in the language.	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6
Broaden their vocabulary and develop an ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4 , Y5, Y6	Y3, Y4, Y5, Y6	Y3, Y4, Y5, Y6
Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	Y5, Y6	Y5, Y6	Y3, Y4	Y3, Y5	Y4, Y5, Y6	Y3, Y5

FOREIGN LANGUAGES *(Language Angels)*

	AUTUMN		SPRING		SUMMER	
Year 3 French	Phonetics 1	I am Learning	Animals	I am Able	Ice Creams	Instruments
Year 4 French	Phonetics 1-2	Presenting Myself	What is the weather?	In the classroom	At the tearoom	Ma Famille
Year 5 French	Phonetics 1-3	The date	Do you Havea Pet?	My Home	Clothes	Traditions and Celebrations
Year 6 French	Phonetics 1-4	Around Town	Planets	At School	At the weekend	Me in the world

MUSIC

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

MUSIC National Curriculum	KS2					
Term:	**1**	**2**	**3**	**4**	**5**	**6**
Play and perform in solo and ensemble contexts, using the voice and playing musical instruments with increasing accuracy, fluency, control and expression.						
Improvise and compose music for a range of purposes using the inter-related dimensions of music.						
Listen with attention to detail and recall sounds with increasing aural memory.						
Use and understand staff and other musical notations.						
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.						
Develop an understanding of the history of music.		Y3	Y6		Y4 Y5	Y6

MUSIC

	AUTUMN		SPRING		SUMMER	
Year 3	Charanga: Glockenspiel Stage 1	BBC: Ten Pieces: Baroque Music Study	Charanga: Three Little Birds	Charanga: It's Okay Please Just Say	Charanga: Composing Using Your Imagination	Charanga: Boomwhackers
Year 4	Charanga: Dancing in the Street	Charanga: Glockenspiel 2	Charanga: Combining Elements to Make Music	Charanga: Developing Pulse & Groove Through Improvisation	BBC Ten Pieces: Classical Music Study	Charanga: A Spooky Story *(iPad composition)*
Year 5	Somerset Music Provision	Somerset Music Provision	Charanga: Emotions and Musical Styles	Charanga: Exploring Key & Time Signatures	Charanga: Livin' on a Prayer	BBC Ten Pieces: Romantic Music Study
Year 6	Charanga: Grime *(iPad composition)*	Charanga: Developing Melodic Phrases	BBC Ten Pieces: Stravinsky The Firebird	Charanga: Exploring Notation Further	Charanga: Using Chords and Structure	Charanga: Blackbird

RELIGIOUS EDUCATION

Religion and Worldviews, the Agreed Religious Education Syllabus for Somerset. Each unit is an enquiry-based question which covers the 6 core concepts throughout the Key Stage. The concepts covered are Origins and expression, Personal and collective, Place and time, Meaning and purpose, Ethics and values, Influence and power. These concepts are approached through the disciplinary lenses of theology, philosophy and social science. Each year group also studies one local unit, based in Somerset. Where possible, each year group has a visit or a visitor to enhance the curriculum within religious education.

RELIGIOUS EDUCATION	KS2					
Term:	**1**	**2**	**3**	**4**	**5**	**6**
What does it mean to belong to a religion? What is important to me?	Y3					
Understanding Christianity units – Salvation, Incarnation, Gospels.	Y4/Y5	Y3/Y5	Y3/Y4/Y5	Y4		
Islam – What is it like to be a Muslim in Somerset? - local study					Y4	Y4
What are the Big Questions of life? Comparing religious and non-religious worldviews			Y6	Y6		
Paganism – local Somerset study		Y6				
Wells Cathedral and the transatlantic slave trade – local study					Y6	Y6
Using data to understand religion and worldviews in Somerset – local study					Y5	
How do religions help people make sense of life? Comparison of religions – Understanding Christianity unit and Islam	Y6					
Hinduism Key belief: Dharma, Deity and Atman – local study					Y3	Y3/Y5
Judaism Key belief: God, the Covenant and Torah		Y4				
Humanism – nonreligious worldview			Y5	Y3/5		

St Paul's CEVC Junior School

RW Curriculum

Year	Autumn		Spring		Summer	
3	What is important to me? (UC)	What is the nature of God in Christianity? (UC)	Who is Jesus? (UC)	What helps people make good decisions? (Christianity, and humanism)	What is God like according to Hindu Dharma?	What is it like to be a Hindu in the UK (Somerset)?
Concepts						
4	What doe Christians learn from the Bible about Right and Wrong? (UC)	How do Jews remember the covenant?	What is the nature of God in Christianity and what is the incarnation? (UC)	What does Salvation mean to Christians? (UC)	Who was Muhammad and how does he inspire Muslims today? – OAK unit	What is it like to be a Muslim in the UK (Somerset)? TRIP – Yeovil Mosque
Concepts						
5	What is significant about how Jesus treated people? What impact has that had on the world today? (UC)		What helps people make good decisions? (Christianity and humanism)		How does data help us understand religion and worldviews in Somerset?	What are the Vedas?
Concepts						
6	How do religions help people make sense of life? (Christian and Muslim)	How did St Decuman shape belief and culture in West Somerset?	What are the Big Questions of Life?		What part did Wells Cathedral play in the transatlantic slave trade?	
Concepts						

PSHE Association Core Theme 1 – Health and Wellbeing In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
H1. how to make informed decisions about health				X		
H2. about the elements of a balanced, healthy lifestyle				X		
H3. about choices that support a healthy lifestyle, and recognise what might influence these				X		
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle				X		
H5. about what good physical health means; how to recognise early signs of physical illness				X		
H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.				X		
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle				X		
H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn				X		
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it				X		
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed				X		

PSHE Association Core Theme 1 – Health and Wellbeing In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)				X **Lesson in Community Area**		
H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer				X		
H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online					X	
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health				X		
H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health				X	X	
H16. 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				X	X	X
H17. to recognise that feelings can change over time and range in intensity	X	X	X	X	X	X
H18. about everyday things that affect feelings and the importance of expressing feelings	X	X	X	X	X	X
H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways	X	X	X	X	X	X
H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	X	X	X	X	X	X

PSHE Association Core Theme 1 – Health and Wellbeing In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others				X	X	
H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult				X	X	
H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement					X	X
H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools			X		X	X
H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	X	X			X	X
H26. that for some people gender identity does not correspond with their biological sex		X			X	
H27. to recognise their individuality and personal qualities	X	X	X	X	X	X
H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	X	X	X	X	X	X
H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking			X			
H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction						X

PSHE Association Core Theme 1 – Health and Wellbeing In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)						X
H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene						X
H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for						X
H34. about where to get more information, help and advice about growing and changing, especially about puberty				X		X
H35. about the new opportunities and responsibilities that increasing independence may bring			X	X	X	X
H36. strategies to manage transitions between classes and key stages			X		X	X
H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming	X		X	X	X	
H38. how to predict, assess and manage risk in different situations		X	X	X		X
H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe				X		
H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)				X		

PSHE Association Core Theme 1 – Health and Wellbeing In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
H41. 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				X		
H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact				X	X	
H43. about what is meant by first aid; basic techniques for dealing with common injuries				X		
H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say				X		
H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk						
H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break				X		
H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others				X		
H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)				X		
H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping				X		
H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns				X		

PSHE Association Core Theme 2 – Relationships In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)		X			X	X
R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different					X	X
R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong					X	
R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others					**Jigsaw works on choice and consent in Relationships. These lessons could have R4 added at teachers' discretion**	
R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart		X			X	
R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another		X			X	
R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability		X				
R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty		X			X	X
R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice		X				
R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing		X		X	X	

PSHE Association Core Theme 2 – Relationships In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships		X		X	X	
R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face					X	
R13. the importance of seeking support if feeling lonely or excluded		X		X	X	
R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them		X		X	X	
R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others	X	X		X	X	
R16. how friendships can change over time, about making new friends and the benefits of having different types of friends		X			X	
R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely		X			X	
R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary		X			X	
R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour		X				
R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support		X			X	

PSHE Association Core Theme 2 – Relationships In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
R21. about discrimination: what it means and how to challenge it	X	X		X		
R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)		X		X	X	X
R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns					X	
R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know		X			X	X
R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact					X	X
R26. about seeking and giving permission (consent) in different situations					X	
R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret				**IN KS1 IN JIGSAW**		
R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this				X	X	
R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)				X	X	X
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	X	X		X	X	

PSHE Association Core Theme 2 – Relationships In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	X	X	X	X	X	X
R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background	X	X	X		X	
R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	X	X	X		X	
R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	X	X			X	X

PSHE Association Core Theme 3 – Living in the Wider World In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	X	X			X	X
L2. to recognise there are human rights, that are there to protect everyone	X	X			X	
L3. about the relationship between rights and responsibilities	X	X				
L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	X	X			X	X
L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	X				X	
L6. about the different groups that make up their community; what living in a community means	X	X	X		X	
L7. to value the different contributions that people and groups make to the community	X	X	X	X	X	X
L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	X	X	X	X	X	X
L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes		X			X	
L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced		X			X	
L11. recognise ways in which the internet and social media can be used both positively and negatively					X	

PSHE Association Core Theme 3 – Living in the Wider World In Key Stage 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results					X	
L13. about some of the different ways information and data is shared and used online, including for commercial purposes					X	
L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information					X	
L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images					X	
L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation					X	
L17. about the different ways to pay for things and the choices people have about this			X			
L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'			X			
L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)			X			
L20. to recognise that people make spending decisions based on priorities, needs and wants			X			
L21. different ways to keep track of money			X			
L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe			X			

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	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations					X	
L24. to identify the ways that money can impact on people's feelings and emotions			X			
L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes			X			
L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life			X			
L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them			X			
L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)	X	X	X			
L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid			X			
L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation			X			
L31. to identify the kind of job that they might like to do when they are older			X			
L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)			X			