



	Their Past, Our Future		Travelling the Ocean		Crime and Punishment in the Local Area	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<b>Evolution and inheritance</b>  Why do different species of the same animal look different?	<b>Animals, including humans: circulatory system</b>  Is our heart rate always the same? What can affect it?	<b>Light and reflection</b>  Why can I hear around corners but not see around them?	<b>Electricity</b>  Is it possible to change how loud a buzzer is?	<b>Living things and their habitats</b>  How and why do we classify living things?	<b>Making connections</b>  Are some sunglasses better than others?
History	<b>World War II</b>  Whose lives were changed by World War II?				<b>Crime and Punishment in the local area</b>  Did the punishment ever fit the crime?	
Geography			<b>Population</b>  Why does population change?	<b>Oceans</b>  Why do oceans matter?		<b>Independent fieldwork enquiry</b>  Can I carry plan and carry out my own independent enquiry?
Art		<b>Drawing</b>  Make my voice heard		<b>Painting and mixed media</b>  Artist study		<b>Sculpture and 3D</b>  Making memories
DT	<b>Structures</b>  Frame structure: Anderson shelters		<b>Mechanical systems</b>  Pulleys and gears: Suspension bridges		<b>Electrical systems</b>  More complex switches and circuits: Toy linked to The Viewer	
Computing	<b>Computer systems and networks</b>  Are data packets the same as crisp packets	<b>Programming A – Variables in games</b>  How do I make my games even better?	<b>Creating media – Web page / Sway creation</b>  How can I get information to a lot of people?	<b>Introduction to spreadsheets</b>  How can spreadsheets be useful?	<b>Creating media – 3D modelling</b>  How does a 3D printer work?	<b>Programming B – Sensing</b>  How can I make things happen?
Music	<b>Songs of World War 2</b>	<b>Film music</b>	<b>Theme and variations Pop Art</b>	<b>Dynamics, pitch and texture (Coast – Fingal's Cave by Mendelssohn)</b>	<b>Baroque</b>	<b>Composing and performing a Leavers' song</b>

<b>PE</b>	Basketball Gymnastics	Hockey Dodgeball	Tag rugby Dance	Fitness Cricket	Athletics Yoga	OAA Tennis
<b>RE</b>	Why does religion look different around the world? (Part 1)	Why does religion look different around the world? (Part 2)	Why is it better to be there in person?	Why is there suffering? (Part 1)	Why is there suffering? (Part 2)	What place does religion have in our world today?
<b>PSHE</b>	Being in My World Celebrating Difference		Dreams and Goals Healthy Me		Relationships Changing Me	
<b>Spanish</b>	<b>Yo (All about me)</b> Time, daily routines using days and times, about me speech and written work, body parts	<b>Food</b> Snacks, recipes, ordinal words, in a café role play, daily routines and meal times, Christmas	<b>Hobbies and home</b> Hobbies, describing my home, daily routine, time	<b>Animals</b> Recap, introduction to under the sea animals, descriptions	<b>My town</b> Link daily routine to places in a town, my school, board games linked to places in a town	<b>The world around me</b> Holidays, travel, British Council Spanish challenge

# Year 6 curriculum overview for parents and carers

## Science curriculum overview

<p><b>Autumn 1</b></p>	<p><b>Evolution and inheritance</b></p> <p>Studying patterns in humans and other species, the children will learn about characteristics that are inherited from parents and those that are environmental. Through the eyes of Darwin and Wallace, they will learn how observations lead to theories and explore natural selection. By modelling the variation and natural selection of Darwin's finches, they will begin to explain how species evolve over time and the role of fossil evidence that supports this theory.</p>	<p><b>Autumn 2</b></p>	<p><b>Animals, including humans: Circulatory system and health</b></p> <p>Studying the human circulatory system, the children will learn about the role of the heart, blood and blood vessels and use models to demonstrate their function. They will play the role of healthcare professionals to advise patients and play games to explore how lifestyle choices affect our health. The children will devise their own investigation to look at the relationship between exercise and heart rate, applying their knowledge of variables.</p>
<p><b>Spring 1</b></p>	<p><b>Energy: Light and reflection</b></p> <p>Proving that light travels in a straight line, the children will use this information to explain observations of reflection and shadows. They will explore how our eyes allow us to see and how mirrors can be used in a variety of ways. They will investigate factors affecting the size of shadows and the laws of reflection. The children will apply what they have learned about light by exploring real-life uses of mirrors.</p>	<p><b>Spring 2</b></p>	<p><b>Energy: Circuits, batteries and switches</b></p> <p>Using their prior knowledge of electrical circuits, the children will learn to draw conventional circuit diagrams and use models to explain current and voltage. They will make their own batteries, relate this to their knowledge of voltage and explore how battery research has impacted other scientific progress. The children will investigate the use of switches and fuses and apply their electrical knowledge to design and produce their own electrical device.</p>
<p><b>Summer 1</b></p>	<p><b>Living things and their habitats: Classifying big and small</b></p> <p>The children will broaden their knowledge of how vertebrates, invertebrates, plants and micro-organisms are grouped using shared characteristics. They will discover how Carl Linnaeus developed the Linnaean and binomial systems for classifying and naming living things. The children will use and produce classification keys to sort and identify organisms.</p>	<p><b>Summer 2</b></p>	<p><b>Making connections: Are some sunglasses safer than others?</b></p> <p>Exploring sun safety, the children will investigate the efficacy of different sunglasses. They will devise enquiries to test light and UV transmissions of the lenses to form a conclusion about which sunglasses are best, applying their knowledge of electrical circuits to provide a light source in the experiment. They will summarise their findings through presentations and advertisements.</p>

Please see the learning journey and long-term plan which can be found on the website under 'Teaching and Learning: Our Curriculum'

## History and Geography curriculum overview

<p><b>Autumn 1</b></p>	<p><b>World War II: Whose lives were changed by World War II?</b></p> <p>The children will study an aspect of British history to extend their chronological knowledge beyond 1066. They will study the Second World War in depth, acquiring historical knowledge whilst developing their understanding of similarity and difference.</p>	<p><b>Autumn 1</b></p>	<p><b>World War II: Whose lives were changed by World War II?</b></p> <p>Continuation of World War II unit.</p>
<p><b>Spring 1</b></p>	<p><b>Why does population change?</b></p> <p>The children will look at global population distribution and think about why certain areas are more populated than others. They will explore the factors that influence birth and death rates and use case studies to illustrate these. The children will consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork will be carried out to explore the impact of population on the local environment.</p>	<p><b>Spring 2</b></p>	<p><b>Why do oceans matter?</b></p> <p>The children will explore the significance of our oceans, and how humans use and impact them. They will learn how this has changed over time. They will study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. The children will use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.</p>
<p><b>Summer 1</b></p>	<p><b>Did the punishment ever fit the crime?</b></p> <p>The children will study an aspect of British history to extend their chronological knowledge beyond 1066 through a thematic approach.</p>	<p><b>Summer 2</b></p>	<p><b>Independent fieldwork enquiry</b></p> <p>The children will plan and carry out their own independent enquiry to explore an issue in their local area. They will develop an enquiry question, design their own data collection methods and then record, analyse and present their findings.</p>

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## Art and DT curriculum overview

<p><b>Autumn 1</b></p>	<p><b>Frame structures: Anderson shelters</b></p> <p>The children will research Anderson shelters and then develop a simple design to guide the development of their ideas. They will learn how to strengthen, reinforce 3D frameworks. They will critically evaluate their shelter against their design specification.</p>	<p><b>Autumn 2</b></p>	<p><b>Drawing: Make my voice heard</b></p> <p>On a journey from the Ancient Maya to modern-day street art, children will explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.</p>
<p><b>Spring 1</b></p>	<p><b>Mechanical systems: Suspension bridges</b></p> <p>The children will learn that mechanical and electrical systems have an input, process and an output. They will see how gears and pulleys can be used to speed up, slow down or change the direction of movement. They will compare the final product to the original design specification.</p>	<p><b>Spring 2</b></p>	<p><b>Painting and mixed media: Artist study</b></p> <p>Identifying an artist, children will research the life, techniques and artistic intentions of that individual. They will collect ideas in sketchbooks, planning for a final piece and working collaboratively, they will present what they have learnt about the artist.</p>
<p><b>Summer 1</b></p>	<p><b>Electrical systems: More complex switches and circuits</b></p> <p>When making their toy, the children will consider using electrical systems in their product. They will apply their understanding of computing to program, monitor and control their toy. They will also use technical vocabulary relevant to the project.</p>	<p><b>Summer 2</b></p>	<p><b>Sculpture and 3D: Making memories</b></p> <p>The children will create a personal memory box using a collection of found objects and hand-sculptured forms to reflect primary school life with symbolic and personal meaning.</p>

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## Computing curriculum overview

<p><b>Autumn 1</b></p>	<p><b>Computer systems and networks</b></p> <p>In this unit the children will explore how data is transferred over the internet. They will initially focus on addressing, before they move on to the makeup and structure of data packets. They will then look at how the internet facilitates online communication and collaboration; they will complete shared projects online and evaluate different methods of communication. Finally, they will learn how to communicate responsibly by considering what should and should not be shared on the internet and how to report concerns about inappropriate content online.</p>	<p><b>Autumn 2</b></p>	<p><b>Programming A – Variables in games</b></p> <p>This unit explores the concept of variables in programming through games in Scratch. First, the children will find out what variables are and relate them to real-world examples of values that can be set and changed. Then they will use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, the children will experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, they will focus on design. Finally, in Lesson 6, they will apply their knowledge of variables and design to improve their games in Scratch.</p>
<p><b>Spring 1</b></p>	<p><b>Creating media – Web page / Sway creation</b></p> <p>The children will be introduced to creating websites for a chosen purpose. They will identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, they will pay specific attention to copyright, fair use of media and creative commons, the aesthetics of the site, and navigation paths. This will enable them to understand how to be a respectful and responsible user of technology online.</p>	<p><b>Spring 2</b></p>	<p><b>Introduction to Spreadsheets</b></p> <p>This unit introduces the children to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. They will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. The children will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. They will use spreadsheets to plan an event and answer questions. Finally, they will create charts, and evaluate their results in comparison to questions asked.</p>
<p><b>Summer 1</b></p>	<p><b>Creating media – 3D modelling</b></p> <p>The children will develop their knowledge and understanding of using a computer to produce 3D models. They will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, they will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.</p>	<p><b>Summer 2</b></p>	<p><b>Programming B – Sensing</b></p> <p>This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – ‘Programming A’). It offers the children the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for the children to build in and test within the new programming environment, before transferring it to their micro:bit. They will then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.</p>

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## Music curriculum overview

<b>Autumn 1</b>	<b>Songs of World War II</b> The children will develop a greater accuracy in pitch and control. They will identify pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.	<b>Autumn 2</b>	<b>Film music</b> The children will appraise the work of Mendelssohn and further develop improvisation and composition skills.
<b>Spring 1</b>	<b>Theme and variations: Pop Art</b> The children will explore and identify the characteristics of film music. They will create a composition and graphic score to perform alongside a film.	<b>Spring 2</b>	<b>Dynamics, pitch and texture</b> The children will explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.
<b>Summer 1</b>	<b>Baroque</b> The children will explore the music and composers of the Baroque Period and investigate the structural and stylistic features of their work.	<b>Summer 2</b>	<b>Composing and performing a leavers' song</b> The children will spend the topic creating their own leavers' song personal to their experiences as a class.

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## PE curriculum overview

<p><b>Autumn 1</b></p>	<p><b>Basketball</b> In this unit children will think about how they use skills, strategies and tactics to outwit the opposition. They will continue to develop their understanding of the importance of fair play and honesty, abiding by the rules, as well as evaluating their own and others' performance.</p> <p><b>Gymnastics</b> In this unit children will use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They will be given opportunities to receive and provide feedback in order to make improvements on performance.</p>	<p><b>Autumn 2</b></p>	<p><b>Hockey</b> In this unit children will think about how they use skills, strategies and tactics to outwit the opposition. In hockey they will learn to maintain possession and move the ball towards goal to score. They will develop their understanding of the importance of fair play while self-managing games and learning to abide by key rules.</p> <p><b>Dodgeball</b> In this unit children will learn how to select and apply tactics to hit their opponents with a ball whilst avoiding being hit. They will be given opportunities to play games independently and taught the importance of honesty whilst playing to the rules.</p>
<p><b>Spring 1</b></p>	<p><b>Tag rugby</b> In this unit children will think about how they use skills, strategies and tactics to outwit the opposition. In rag rugby they will do this by maintaining possession and moving the ball towards the try line to score. Children will continue to develop their understanding of fair play.</p> <p><b>Dance</b> In this unit children will focus on developing an idea or theme into dance choreography. They will work in pairs or groups using different choreographing tools to create dances e.g. formations, timing, dynamics. They will think about how to use movement to convey ideas, emotions, feelings and characters.</p>	<p><b>Spring 2</b></p>	<p><b>Fitness</b> In this unit children will continue to take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Children will be given the opportunity to work at their maximum and improve on their personal fitness levels.</p> <p><b>Cricket</b> In this unit children will expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. They will continue to think about how they use skills, strategies and tactics to outwit the opposition. Children will be given opportunities to work in collaboration with others demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>
<p><b>Summer 1</b></p>	<p><b>Athletics</b> In this unit children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. They will think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They will learn how to improve by identifying areas of strength as well as areas to develop.</p> <p><b>Yoga</b> In this unit children will learn about mindfulness and body awareness. They will learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning will include breathing and meditation. The children will work independently and with others to create their own yoga flows.</p>	<p><b>Summer 2</b></p>	<p><b>OAA</b> In this unit children will develop a skill set that is transferrable to OAA. They will work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive for others, share ideas to create strategies and plans to produce the best solution to a challenge. Children will also be given the opportunity to lead groups and utilise negotiation skills. They will develop map reading skills, learning how to follow a more complex map including the use of controls.</p> <p><b>Tennis</b> In this unit children will continue to learn how to select and apply tactics and strategies. They will be given opportunities to lead and officiate showing honesty and fair play whilst abiding by the rules.</p>

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## RE curriculum overview

<b>Autumn 1</b>	<b>Why does religion look different around the world? (Part 1)</b> Building on comparisons about the origins of the Abrahamic religions, the children will consider how culture, tradition, migration and interpretation can affect how some religious practices are observed.	<b>Autumn 2</b>	<b>Why does religion look different around the world? (Part 2)</b> Building on their learning from part 1, the children will consider the influence of culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions.
<b>Spring 1</b>	<b>Why is it better to be there in person?</b> Thinking back to learning about prayer and worship, the children will find out about significant religious and non-religious journeys and pilgrimages and why going to a particular place is so important to some people.	<b>Spring 2</b>	<b>Why is there suffering? (Part 1)</b> The children will interpret and explore different sources of wisdom and beliefs about why there is suffering in the world. They will consider their own and others' ideas using critical thinking skills.
<b>Summer 1</b>	<b>Why is there suffering? (Part 2)</b> Developing their understanding of suffering, the children will look at alternative ideas about and responses to suffering through scripture, quotes and images.	<b>Summer 2</b>	<b>What place does religion have in our world today?</b> Thinking about their own worldview and the religious make-up of the class, the children will use census data and digital mapping to explore what it can suggest about religion and what its limits are.

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## PSHE curriculum overview

<p><b>Autumn 1</b></p>	<p><b>Being Me in My World</b></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• Know how to set goals for the year ahead</li> <li>• Understand what fears and worries are</li> <li>• Know about children’s universal rights (United Nations Convention on the Rights of the Child)</li> <li>• Know about the lives of children in other parts of the world</li> <li>• Know that personal choices can affect others locally and globally</li> <li>• Understand that their own choices result in different consequences and rewards</li> <li>• Understand how democracy and having a voice benefits the school community</li> <li>• Understand how to contribute towards the democratic process</li> </ul> <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> <li>• Be able to make others feel welcomed and valued</li> <li>• Know own wants and needs</li> <li>• Be able to compare their life with the lives of those less fortunate</li> <li>• Demonstrate empathy and understanding towards others</li> <li>• Can demonstrate attributes of a positive rolemodel</li> <li>• Can take positive action to help others</li> <li>• Be able to contribute towards a group task</li> <li>• Know what effective group work is</li> <li>• Know how to regulate my emotions</li> </ul>	<p><b>Autumn 2</b></p>	<p><b>Celebrating Difference</b></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• Know that there are different perceptions of ‘being normal’ and where these might come from</li> <li>• Know that being different could affect someone’s life</li> <li>• Know that power can play a part in a bullying or conflict situation</li> <li>• Know that people can hold power over others individually or in a group</li> <li>• Know why some people choose to bully others</li> <li>• Know that people with disabilities can lead amazing lives</li> <li>• Know that difference can be a source of celebration as well as conflict</li> </ul> <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> <li>• Empathise with people who are different and be aware of my own feelings towards them</li> <li>• Identify feelings associated with being excluded</li> <li>• Be able to recognise when someone is exerting power negatively in a relationship</li> <li>• Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</li> <li>• Identify different feelings of the bully, bullied and bystanders in a bullying scenario</li> <li>• Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</li> <li>• Appreciate people for who they are</li> <li>• Show empathy</li> </ul>
<p><b>Spring 1</b></p>	<p><b>Dreams and Goals</b></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• Know their own learning strengths</li> <li>• Know how to set realistic and challenging goals</li> <li>• Know what the learning steps are they need to take to achieve their goal</li> <li>• Know a variety of problems that the world is facing</li> <li>• Know how to work with other people to make the world a better place</li> <li>• Know some ways in which they could work with others to make the world a better place</li> <li>• Know what their classmates like and admire about them</li> </ul>	<p><b>Spring 2</b></p>	<p><b>Healthy Me</b></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• Know how to take responsibility for their own health</li> <li>• Know how to make choices that benefit their own health and well-being</li> <li>• Know about different types of drugs and their uses</li> <li>• Know how these different types of drugs can affect people’s bodies, especially their liver and heart</li> <li>• Know that some people can be exploited and made to do things that are against the law</li> <li>• Know why some people join gangs and the risk that this can involve</li> <li>• Know what it means to be emotionally well</li> </ul>

	<p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> <li>• Understand why it is important to stretch the boundaries of their current learning</li> <li>• Set success criteria so that they know when they have achieved their goal</li> <li>• Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</li> <li>• Empathise with people who are suffering or living in difficult situations</li> <li>• Be able to give praise and compliments to other people when they recognise that person's achievements</li> </ul>		<ul style="list-style-type: none"> <li>• Know that stress can be triggered by a range of things</li> <li>• Know that being stressed can cause drug and alcohol misuse</li> </ul> <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> <li>• Are motivated to care for their own physical and emotional health</li> <li>• Are motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>• Identify ways that someone who is being exploited could help themselves</li> <li>• Suggest strategies someone could use to avoid being pressured</li> <li>• Recognise that people have different attitudes towards mental health / illness</li> <li>• Can use different strategies to manage stress and pressure</li> </ul>
<p><b>Summer 1</b></p>	<p><b>Relationships</b></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• Know that it is important to take care of their own mental health</li> <li>• Know ways that they can take care of their own mental health</li> <li>• Know the stages of grief and that there are different types of loss that cause people to grieve</li> <li>• Know that sometimes people can try to gain power or control them</li> <li>• Know some of the dangers of being 'online'</li> <li>• Know how to use technology safely and positively to communicate with their friends and family</li> </ul> <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> <li>• Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>• Can help themselves and others when worried about a mental health problem</li> <li>• Recognise when they are feeling grief and have strategies to manage them</li> <li>• Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</li> <li>• Can resist pressure to do something online that might hurt themselves or others</li> <li>• Can take responsibility for their own safety and well-being</li> </ul>	<p><b>Summer 2</b></p>	<p><b>Changing Me</b></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• Know how a baby develops from conception through the nine months of pregnancy and how it is born</li> <li>• Know how being physically attracted to someone changes the nature of the relationship</li> <li>• Know the importance of self-esteem and what they can do to develop it</li> <li>• Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class</li> </ul> <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> <li>• Recognise ways they can develop their own self-esteem</li> <li>• Can express how they feel about the changes that will happen to them during puberty</li> <li>• Recognise how they feel when they reflect on the development and birth of a baby</li> <li>• Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</li> <li>• Can celebrate what they like about their own and others' self- image and body-image</li> <li>• Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</li> </ul>

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