Statutory guidance mapping document

Relationships and sex education

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that families are important for children growing up because they can give love, security and stability	Families and people who care for me	1*			1					
the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives		1*								
that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them					2*			1*		
that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up					1			1*		
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong					2*					
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed								1*		

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that families are important for children growing up because they can give love, security and stability	Families and people who care for me									
the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives		3								
that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them		1*, 7			5*					
that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up										
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong					3*					
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		8*			5*			6*		

Statutory guidance mapping document

Relationships and sex education

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
how important friendships are in making us feel happy and secure, and how people choose and make friends	Caring friendships	2*, 4								
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		2*, 3, 4								
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		6			3					
that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right								2*		
how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed					4*			5*		

Statutory guidance mapping document

Relationships and sex education

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
how important friendships are in making us feel happy and secure, and how people choose and make friends	Caring friendships				2*					
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		3			1					
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		2*								
that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right					2*			5*		
how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed										

Statutory guidance mapping document

Relationships and sex education

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	Respectful relationships							6*		
practical steps they can take in a range of different contexts to improve or support respectful relationships		3,5*			3			4		
the conventions of courtesy and manners					5*					
the importance of self-respect and how this links to their own happiness			2							
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority										
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help								3*		
what a stereotype is, and how stereotypes can be unfair, negative or destructive		7			7*			7*, 8		
the importance of permission-seeking and giving in relationships with friends, peers and adults										

*This lesson also appears in the Condensed Long-term plan

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	Respectful relationships	7								
practical steps they can take in a range of different contexts to improve or support respectful relationships								2*		
the conventions of courtesy and manners		1*								
the importance of self-respect and how this links to their own happiness			4		4*					
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority								1*		
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help		4*			6*					
what a stereotype is, and how stereotypes can be unfair, negative or destructive		5, 6*			7, 8*			3, 4*		
the importance of permission-seeking and giving in relationships with friends, peers and adults		2*								3*

*This lesson also appears in the Condensed Long term plan

Statutory guidance mapping document

Relationships and sex education

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that people sometimes behave differently online, including by pretending to be someone they are not	Online relationships						2*			
that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous							2*			3
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them										4*
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.										
how information and data is shared and used online										

Statutory guidance mapping document

Relationships and sex education

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that people sometimes behave differently online, including by pretending to be someone they are not	Online relationships									3*
that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous										3*
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them							2*			
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.							1*			
how information and data is shared and used online				2*						

Relationships and sex education

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Being safe									
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe							3*			
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.				5*			4*			
how to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know				1*, 2*, 3						
how to recognise and report feelings of being unsafe or feeling bad about any adult				2*			5*			
how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.		5*		1*, 2*, 3, 5	4*		2*, 3*	1*, 3*		
how to report concerns or abuse, and the vocabulary and confidence to do so							4*			
where to get advice from e.g. family,							5*			

Statutory guidance mapping document

Relationships and sex education

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Being safe	2*								
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe				4*						
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.										
how to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know										
how to recognise and report feelings of being unsafe or feeling bad about any adult				4*			2*			
how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.		4*, 8*	6*, 7	2*, 4*, 6*, 7*			2*, 3*, 4*	6*	4*, 8*	1*, 3*
how to report concerns or abuse, and the vocabulary and confidence to do so										
where to get advice from e.g. family, school and/or other sources										

Statutory guidance mapping document

Physical health and mental wellbeing

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that mental wellbeing is a normal part of daily life, in the same way as physical health.	Mental wellbeing		4			3			2, 4, 5*	
that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.			1*		6*					
how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.			1*		6*	1*				
how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.										
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.						2				
simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests .			4			3			1*, 2	
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.									3	

Physical health and mental wellbeing

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that mental wellbeing is a normal part of daily life, in the same way as physical health.	Mental wellbeing		2, 3*, 5*			1, 3			2, 3*	
that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.		8*	6*			5*		6*		
how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.		8*						6*		
how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.			6*			5*				
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.									3*	
simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests .			2, 5*			1			2, 3*	
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.										

*This lesson also appears in the Condensed Long-term plan

Statutory guidance mapping document

Physical health and mental wellbeing

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Mental wellbeing									4*
where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).									3	
it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible										
that for most people the internet is an integral part of life and has many benefits.	Online safety and harms						1			4*
about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.										
how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.							2*			3

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Mental wellbeing									3*
where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).			7*						3*	
it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible			7*						3*	
that for most people the internet is an integral part of life and has many benefits.	Online safety and harms			2*						
about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.									4*	
how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.				2*			5			3*

Statutory guidance mapping document

Physical health and mental wellbeing

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
why social media, some computer games and online gaming, for example, are age restricted.	Internet safety and harms									
that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.										4*
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.										5
where and how to report concerns and get support with issues online.										4*, 5
the characteristics and mental and physical benefits of an active lifestyle.	Physical health and fitness								1*	
the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.						2			1*	
the risks associated with an inactive lifestyle (including obesity).									1*	
how and when to seek support including which adults to speak to in school if they are worried about their health.										

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
why social media, some computer games and online gaming, for example, are age restricted.	Internet safety and harms			1*					4*	
that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.							2*			3*
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.				5						2
where and how to report concerns and get support with issues online.				2*			2*			
the characteristics and mental and physical benefits of an active lifestyle.	Physical health and fitness								7	
the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.										
the risks associated with an inactive lifestyle (including obesity).									7	
how and when to seek support including which adults to speak to in school if they are worried about their health.									8*	

Physical health and mental wellbeing

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
what constitutes a healthy diet (including understanding calories, and nutritional content).	Healthy eating					6*			6*	
the principles of planning and preparing a range of healthy meals						6*				
the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	Drugs, alcohol and tobacco					6*			6*	
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				6*			8*			6, 7*
how to make a clear and efficient call to emergency services if necessary	Basic first aid			4*						1*, 2
concepts of basic first-aid, for example dealing with common injuries, including head injuries										1*, 2

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
what constitutes a healthy diet (including understanding calories, and nutritional content).	Healthy eating					6*				
the principles of planning and preparing a range of healthy meals						6*				
the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	Drugs, alcohol and tobacco					6*			7	
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				8*			7*			1*
how to make a clear and efficient call to emergency services if necessary	Basic first aid			3			6*			7, 8*
concepts of basic first-aid, for example dealing with common injuries, including head injuries				3			6*			7, 8*

Statutory guidance mapping document

Physical health and mental wellbeing

Pupils should know:		Year 1			Year 2			Year 3		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Health and prevention									
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer			6*							
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn			3*							
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups to the dentist						7*			6*	
about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing			5*							
the facts and science relating to allergies, immunisation and vaccination	Changing adolescent body		7*							
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.										
about menstrual wellbeing including the key facts about the menstrual										

Pupils should know:		Year 4			Year 5			Year 6		
		Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body	Families and relationships	Health and wellbeing	Safety and the changing body
how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Health and prevention								8*	
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer						7*				
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn						2*				
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups to the dentist			1*							
about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing									6*	
the facts and science relating to allergies, immunisation and vaccination	Changing adolescent body								6*	
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.				6, 7*			3*, 4*, 5			4*
about menstrual wellbeing including the key facts about the menstrual cycle.							4*			5

Cross-curricular links - Key stage 1

National curriculum subjects	Kapow Primary topics Key stage 1 - Year 1				
	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
English	**Spoken language** - Role-playing, collaborative conversations and problem solving together.	**Reading** inference - discussing how characters feel. **Spoken language** - building vocabulary around emotions. **Writing** - creating a book about those who keep us healthy.	**Spoken language** - considering how to communicate with adults, practising conversations, role-playing situations.		**Spoken language-** role playing a visit to a bank, asking relevant questions to a visitor. **Writing** - write a short story about how they got some money.
Maths	**Statistics** (Y2) - Venn diagrams for sorting.				**Measurement** (Money)- recognise the value of different coins and notes.
Science		**Animals, including humans** (Y2) -understanding the importance of rest, exercise and hygiene.	**Animals, including humans** (Y2) - considering what we should and should not put into our bodies.	**Animals, including humans** (Y2) - considering the needs of animals, babies and young children.	
Art and design	Drawing a portrait of family.				
D & T	Building a freestanding tower.				

Cross-curricular links - Key stage 1

National curriculum subjects	Kapow Primary topics Key stage 1 - Year 2				
	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
English	**Reading** - considering fictional families and comparing to their own, making inferences about characters' emotions. **Spoken language** - having collaborative conversations to solve problems, knowing when to use manners.		**Spoken language** - Role-playing crossing the road.	**Writing** - Writing a thank you letter, writing a brief description of a job, designing an information leaflet. **Spoken language** - giving a speech.	
Maths					**Measurement** - Recognising the value of different coins and notes, solving problems involving money. **Statistics** - interpreting and completing a simple table.
Science		**Animals, including humans** - to understand the benefits of exercise.	**Animals, including humans** (Y1) - naming the parts of the body including private parts.		**Animals, including humans** - knowing the difference between things we need to survive and things we want.
Art and design			Designing a road safety poster.		
Computing			Understanding what the internet is, online safety.		
Music			Listening to a road safety song carefully.		

Cross-curricular links - Key stage 2

National curriculum subjects	Kapow Primary topics Key stage 2 - Year 3				
	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
English	**Spoken language**- working collaboratively to solve problems, role-playing, developing listening skills. **Writing** - writing a comic book story.	**Reading** - recognising kenning poems and their structure, discussing a character from a story. **Writing** - writing a kenning poem about themselves.	**Spoken language** - role playing a call to 999 and scenarios.	**Reading** - retrieving information from a non-fiction text. **Spoken language** - taking part in collaborative decision making.	**Spoken language** - coming up with scenarios.
Maths					**Measurement** - budgeting money.
Science		**Animals, including humans** - learning what a balanced diet is and the benefits of good oral hygiene.			
Art and design	Designing an advert, considering colour.	Drawing themselves as a superhero.	Creating a collage.		
Computing		Using the internet to research.	Learning to be kind online, about cyberbullying and fake emails.		
Geography				Considering how recycling benefits the environment, land-use in the local area.	
PE		Carrying out yoga stretches.			

Cross-curricular links - Key stage 2

National curriculum subjects	Kapow Primary topics Key stage 2 - Year 4				
	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
English	**Reading** -inferring characters' feelings and motives from their actions, exploring fictional characters, researching a person **Spoken language**- listening and speaking respectfully to adults role- playing how to speak to the bereaved.	**Spoken language -** Creating a rap, poem or advert about keeping teeth healthy, building vocabulary around emotions. **Reading-** considering the message of a story about growth mindset, considering characters' feelings. **Writing -** writing a job application	**Spoken language -** Holding a debate, having collaborative conversations	**Spoken language** -Role playing an MP surgery meeting.	
Maths					**Solve number and practical problems -** keeping track of money
Science		**Animals, including humans** -learning about how to keep teeth healthy	**Animals, including humans** (Y5) - learning about the changes that happen in puberty		
Art and design			Choosing their medium to create a self-portrait		
Computing	Discussing online friendships, using the internet to research		Learning about sharing online and search engines	Researching community groups	
Geography				Considering how reusing benefits the environment	

National curriculum subjects	Kapow Primary topics Key stage 2 - Year 5				
	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
English	**Writing -** writing a letter to a problem page, writing a response, writing a newspaper report. **Reading -** inferring characters' feelings. **Spoken language -** asking relevant questions.	**Spoken language -** preparing a video guide about a good night's sleep. **Writing -** writing a script for their video, writing a 'choose your destiny' story.		**Spoken language -**having a mock trial. **Reading -** summarising points when reading about people who have helped the community.	
Maths		**Number and place value -** attempting some maths problems to learn about resilience. **Addition and subtraction -** working out calories in a meal by adding.			**Measurement -** learning to track income and expenditure, devising a budget.
Science		**Animals, including humans** (Y6) - understanding what a healthy meal consists of.	**Animals, including humans -** describing the changes during puberty, learning about menstruation, learning about alcohol and drugs (Y6).		
Art and design	Decorating a shield creatively.				
Computing	Using the internet to research.		Considering online friendship, learning how to stay safe online.	Considering freedom of expression when online.	
Geography				Learning the importance of reducing the use of materials.	
History	Learning the history of marriage and how attitudes to gender have changed.				
PE		Practising yoga stretches.			

Cross-curricular links - Key stage 2

National curriculum subjects	Kapow Primary topics Key stage 2 - **Year 6**					
	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Identity
English	**Spoken language** - creating a piece of media to encourage thinking about stereotypes. **Writing** - writing a guide to resolving conflict **Reading** - discussing a book about loss and grief.	**Spoken language** - acting in role as a doctor or nurse explaining why immunisation is important.		**Writing** - writing a story or newspaper article based on the story of Malala Yousafzai, writing a letter to a government minister.		
Maths						
Science		**Animals, including humans** - planning for a healthy lifestyle, identifying good and bad habits.	**Animals, including humans** - learning about the impact of alcohol and drugs (Y6), knowing some of the changes of puberty.			
Computing		Learning about the impact of screen time on our health.	Learning how to check if something online is true, knowing to treat people respectfully on social media.	Researching a person on the internet.	Learning some ways to use online banking safely.	
Geography				Considering the environmental impact of food imports/exports.		
Music		Listening to a song to prompt discussion.				