Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class - **Explorer Curriculum** - *Subjects/Lessons weekly*

7E

Year	2026 – 2027 Autumn 1	2026 – 2027 Autumn 2	2026 – 2027 Spring 1	2026 – 2027 Spring 2	2026 – 2027 Summer 1	2026 – 2027 Summer 2	2027 – 2028 Autumn 1
2026-2027	**Topic:** **What is the same and different about us?** **Focus: Ourselves and others; similarities and differences; individuality; our bodies** **Suggested Key Questions:** **1.What do I like or dislike, and what am I good at?** **2. What makes people special, and how do we all have different strengths?**	**Topic:** **How can we look after each other and the world?** **Focus: Ourselves and others; the world around us; caring for others; growing and changing** **Suggested Key Questions:** **1.How does kind or unkind behaviour affect others, and how can I be polite and work with others?** **2. What responsibilities do I**	**Topic:** **What helps us stay healthy?** **Focus:** Being healthy; hygiene; medicines; people who help us with health **Suggested Key Questions:** **□ What does it mean to be healthy?** **□ Who helps me stay healthy (e.g. family members, doctors, dentists)?** **□ How do things I put into or onto my body affect how I feel?**	**Topic:** **What can we do with money?** **Focus:** Money; making choices; needs and wants **Suggested Key Questions:** **□ What is money, and what different forms can it come in?** **□ How do people get money?** **□ How do people choose what to do with their money (spend or save)?** **□ What is the difference between something I need**	**Topic:** **Who is special to us?** **Focus:** Ourselves and others; people who care for us; groups we belong to; families **Suggested Key Questions:** **□ What groups do I belong to (e.g. family, school, friends, clubs)?** **□ Who are the people in my family or those who care for me?** **□ How do people show that they care for and support me?**	**Topic:** **Who helps to keep us safe?** **Focus:** Keeping safe; people who help us **Suggested Key Questions:** **□ Who are the people in the community who help keep us safe, and what do they do?** **□ Who can help me in different places and how can I ask for help?** **□ How should I respond safely to adults I do not know?** **□ What can I do if I feel unsafe or worried**	

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

	3. What personal features or qualities make me unique? 4. How am I similar to others, and how am I different? 5. Can I name the main parts of the body correctly, including private parts? 6. Which parts of the body are private, and why should they be kept private? **Key Skills and Knowledge:** **Intended Knowledge:** Understanding that everyone is unique Recognising similarities and differences between people Knowing basic body parts and features	have in school and at home? 3. Why is it important to care for people and animals? 4. What can harm the environment, and how can I help protect it? 5. How do people grow and change over time? 6. How can I manage change when moving to a new class or year group? **Key Skills and Knowledge:** **Intended Knowledge:** Understanding the impact of behaviour on others Awareness of responsibilities at home and school Knowledge of how to care for people,	□ How do medicines and vaccinations help people stay healthy? □ Why is hygiene important, and how does it stop the spread of germs? □ What can I do every day to take care of myself? **Key Skills and Knowledge:** **Intended Knowledge:** Understanding what it means to be healthy Awareness of people who help us stay healthy Knowing that what we put in or on our bodies affects how we feel Understanding the purpose of	and something I want? □ How can I keep money safe? □ Why might I not always be able to have everything I want? **Key Skills and Knowledge:** **Intended Knowledge:** Understanding what money is and that it comes in different forms Knowing how money can be obtained (earned, given, borrowed) Recognising that choices must be made when using money Understanding the difference between needs and wants	□ How are families different, and what do they have in common? □ What do families do together and enjoy as part of family life? □ Who can I talk to if something in my family makes me feel worried or unhappy? **Key Skills and Knowledge:** **Intended Knowledge:** Understanding that people belong to different groups (e.g. family, school, friends) Recognising who cares for us and how they support us Knowing that families can look different but share similarities	about myself or others? □ How can I make sure I am heard when I ask for help? □ How can I get help in an emergency, including calling 999 and knowing what to say? **Key Skills and Knowledge:** **Intended Knowledge:** Understanding that different people have roles in keeping us safe Knowing who can help in different situations and places Awareness of how to respond to unfamiliar adults safely Understanding what to do if feeling unsafe or worried Knowing how to get help in an emergency, including

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

	Understanding private body parts and body boundaries Intended Skills: Self-awareness Describing similarities and differences Communication (expressing likes/dislikes) Respecting others Basic body awareness and privacy understanding Intended Skills: Self-awareness Describing similarities and differences Communication (expressing likes/dislikes)	animals, and the environment Understanding how people grow and change over time Recognising how change can affect feelings Intended Skills: Cooperation and teamwork Empathy and kindness Taking responsibility Environmental awareness Managing change and transitions Key Vocabulary: Kind, unkind, polite, responsibility, care, environment,	medicines and healthcare Knowing why hygiene is important Recognising daily habits that support good health Intended Skills: Self-care and personal hygiene Identifying healthy and unhealthy choices Communicating health needs Following routines Recognising when support is needed Key Vocabulary: Healthy, hygiene, clean, germs, doctor, dentist,	Knowing ways to keep money safe Intended Skills: Basic money recognition Decision-making and choice-making Understanding value (spending vs saving) Identifying needs vs wants Taking responsibility for belongings Key Vocabulary: Money, coins, notes, spend, save, earn, borrow, choose, need, want, safe	Understanding what makes relationships caring and supportive Recognising when to seek help if worried or upset Intended Skills: Identifying trusted and important people Communication (expressing feelings and relationships) Recognising similarities and differences Developing a sense of belonging Help-seeking and speaking out Key Vocabulary: Family, care, love, belong, group, support, trust, safe, help	contacting emergency services Intended Skills: Identifying trusted adults and helpers Communication (asking for help clearly and confidently) Recognising safe and unsafe situations Decision-making in risky situations Help-seeking and persistence Key Vocabulary: Safe, help, emergency, danger, trusted adult, police, fire, ambulance, stranger, support Resources: Community helper images (police,

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

	Respecting others Basic body awareness and privacy understanding Key Vocabulary: Same, different, unique, body, parts, private, special, like, dislike, strengths Resources: Body part visuals / diagrams Inclusive images showing diversity Social stories about differences Emotion and identity cards NSPCC PANTS resources (age-appropriate	protect, grow, change, support Resources: Behaviour and kindness visuals Classroom rules posters Environmental posters/videos (recycling, pollution) Growth timeline visuals (baby → adult) Social stories about change and transitions Role-play scenario cards	medicine, routine, wash, care Resources: Hygiene equipment (toothbrush, soap, tissues) Body and health visuals Videos about handwashing and germs Role-play props (doctor kit, appointment cards) Social stories about hygiene and healthcare NHS/health awareness resources (age-appropriate)	Resources: Real or replica coins and notes Price tags and role-play shop resources Sorting cards (needs vs wants) Money jars/piggy banks Visual posters about saving and spending Simple budgeting or choice cards Suggested Activities: Role Play Running a classroom shop (buying and selling items) Practising spending money and making choices	Resources: Family and community visuals (diverse and inclusive) "All about my family" templates Social stories about different family structures Trusted adult visuals Emotion cards NSPCC or safeguarding resources (age-appropriate) Suggested Activities: Role Play Talking about people who are special to us	firefighters, teachers, doctors) Emergency services role-play props Scenario cards (safe/unsafe situations) Water safety in the holidays Social stories about asking for help Communication cue cards ("I need help", "I feel unsafe") Videos demonstrating emergencies and safety responses Suggested Activities: Role Play Calling 999 and explaining an emergency Asking a trusted adult for help

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

	safeguarding materials) Mirrors (for self-recognition activities) Suggested Activities: Role Play Introducing yourself and sharing likes/dislikes Showing respectful ways to talk about differences Practising asking questions kindly Scenario-Based Learning "Someone looks different from you—what do you do?" "You and a friend like different things—how do you respond?"	Suggested Activities: Role Play Showing kind vs unkind behaviour Working together in a team task Preparing for moving to a new class Scenario-Based Learning "Someone is left out—what should you do?" "You see litter on the ground—what happens next?" "You feel nervous about a new class—how can you cope?"	Suggested Activities: Role Play Visiting the doctor or dentist Practising good hygiene routines (washing hands, brushing teeth) Asking for help when feeling unwell Scenario-Based Learning "You feel unwell—what should you do?" "You forgot to wash your hands before eating—what now?" "A doctor gives you medicine—why is it important?" Practical / Interactive Handwashing demonstration with	Saving money for something special Scenario-Based Learning "You have £2—what will you buy?" "You want two things but only have money for one—what do you do?" "You found money—what should you do?" Practical / Interactive Sorting activity: needs vs wants Matching coins to values Create a savings goal chart Budgeting game (choose items within a limit)	Practising asking for help from a trusted adult Showing ways people care for each other Scenario-Based Learning "You feel worried at home—who can you tell?" "Someone is kind to you—how do they show care?" "You feel left out—what can you do?" Practical / Interactive Create a family or "people who care for me" map Sorting: people who help vs people in groups Draw or build a "circle of support"	Practising safe responses to unfamiliar adults Scenario-Based Learning "You are lost in a shop—what do you do?" "Someone you don't know talks to you—how do you respond?" "You see someone hurt—what should you do?" Practical / Interactive Matching helpers to their roles (e.g. police = safety) Practising how to get attention (calling out, raising hand, using a phone) Create a "People who help me stay safe" poster

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

	"Someone asks about your body—what is okay to say?" Practical / Interactive "Same or different?" sorting activity Create a "What makes me special" poster Label the body using visuals Matching activities (features, likes, abilities) Distance Learning Digital "All About Me" presentation Online sorting games (same/different) Draw or upload a picture showing	Practical / Interactive Create a class "responsibility chart" Sorting: kind vs unkind behaviour Recycling or environmental care activity Timeline of growing up (matching ages/stages) Distance Learning Create a digital poster: "How I help others/the world" Online quizzes about caring and responsibility Video reflection: "What makes me a good helper?" Virtual class discussion on change and feelings	UV gel or glitter germs Daily hygiene routine sequencing activity Healthy vs unhealthy choices sorting game Create a "How I stay healthy" poster Distance Learning Watch and discuss hygiene videos (e.g. handwashing routines) Online quizzes about healthy habits Create a digital daily routine timetable Record a short video explaining how to stay healthy	Distance Learning Online money games and quizzes Create a digital shopping list with budget limits Watch and discuss videos about saving and spending Record a short explanation: "What would I buy and why?"	Share examples of activities families enjoy Distance Learning Create a digital "My special people" poster Record a short video about someone who helps you Online discussion: "Who helps us and how?" Virtual show-and-tell about family or important people	Rehearsing emergency scripts (name, location, problem) Distance Learning Watch and discuss emergency service videos Online safety decision-making quizzes Record a role-play video of asking for help Virtual discussion: "Who helps us and when?"

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

	something special about yourself **Video discussion: "What makes us unique?"**					
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers: