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

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

10N

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
2026-2027	**Topic: How do we treat each other with respect?** **Focus:** Respect for self and others; courteous behaviour; safety; human rights **Suggested Key Questions:** • **How does my behaviour affect myself and others, both in person and online?** • **How can I show polite and respectful behaviour in**	**Topic: What strengths, skills and interests do we have?** **Focus:** Self-esteem; self-worth; personal qualities; goal setting; managing setbacks **Suggested Key Questions:** • **What personal qualities and strengths make me unique?** • **What achievements am I proud of, and how**	**Topic: How can we manage our feelings?** **Focus:** Feelings and emotions; expression of feelings; behaviour **Suggested Key Questions:** • **What everyday situations can affect how I feel?** • **How can my feelings change over time or feel stronger/weaker?** • **Why is it important to express my**	**Topic: How will we grow and change?** **Focus:** Growing and changing; puberty **Suggested Key Questions:** • **What is puberty, and how does my body change as I grow?** • **How can puberty affect my feelings and emotions?** • **How do I take care of my body and hygiene during puberty?**	**Topic: How can our choices make a difference to others and the environment?** **Focus:** Caring for others; the environment; people and animals; shared responsibilities; making choices and decisions **Suggested Key Questions:** • **How do we share responsibility for looking after the world around us?**	**Topic: How can we manage risk in different places?** **Focus:** Keeping safe; out and about; recognising and managing risk **Suggested Key Questions:** • **How can I recognise, predict, and manage risks in different situations?** • **How can I stay safe in my local area and in unfamiliar places?**

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	different situations? • What is my right to privacy, and when should I keep or share a secret? • What rights do I have, and what responsibilities come with those rights? • Why is it important that everyone feels included and respected? • How can I respond to inappropriate behaviour and report concerns safely? Key Skills and Knowledge: Intended Knowledge: Understanding how behaviour affects	do they build my confidence? • How do my skills and interests help develop my self-esteem? • How can I set and work towards personal goals? • What can I do when I face challenges or setbacks? • How can I learn from mistakes and think more positively? Key Skills and Knowledge: Intended Knowledge: Understanding that everyone has unique strengths, skills, and qualities Recognising how personal achievements	feelings, and how can I do it? • How can I manage my feelings in different situations? • What can help me cope with difficult feelings such as loss, change, or worry? • Who can I talk to for support, and how can I help others with their feelings? Key Skills and Knowledge: Intended Knowledge: Understanding that everyday experiences can affect feelings Recognising that emotions can	• Why is it important to look after myself as I grow and change? • What changes might be different for different people? • Where can I go for advice, support, or information about puberty? Key Skills and Knowledge: Intended Knowledge: Understanding what puberty is and why it happens Recognising the physical changes that occur during puberty (e.g. body growth, menstruation, erections, wet dreams)	• How do everyday choices affect the environment? • How do the things we buy or spend money on affect others and the environment? • How can I share my ideas and opinions about important issues? • How can I show care and concern for people and animals? • What choices can I make to have a positive impact on the world? Key Skills and Knowledge: Intended Knowledge: Understanding that everyone shares responsibility for caring for the world	• How can peer influence affect my choices, and how can I respond? • How can I stay safe online and protect my personal information? • Where can I report concerns about safety, including online issues? • Why do rules and laws exist, and how should I respond to unsafe or illegal situations? Key Skills and Knowledge: Intended Knowledge: Understanding what risk is and how to identify it Recognising that different environments present different risks

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	both ourselves and others Recognising what respectful and polite behaviour looks like in different contexts (including online) Understanding the concept of privacy, secrets, and when to share concerns Knowing that children have rights and that these are linked to responsibilities Recognising inclusion, equality, and the impact of discrimination Understanding how to respond to and report inappropriate or unsafe behaviour	contribute to self-worth Knowing that interests and abilities can support future goals Understanding the importance of setting and working towards goals Recognising that setbacks are a normal part of learning Understanding how learning from mistakes supports growth Intended Skills: Self-reflection and self-awareness	change over time and vary in intensity Knowing the importance of expressing feelings appropriately Understanding that there are different ways to manage emotions Recognising that change, loss, and difficult experiences can affect wellbeing Knowing where and how to access support Intended Skills: Emotional awareness and identification Expressing feelings appropriately	Understanding that puberty also affects emotions and feelings Knowing how personal hygiene needs change during puberty Understanding where to go for support and advice Intended Skills: Self-awareness of physical and emotional changes Managing personal hygiene independently Communication about changes and concerns Emotional regulation during change	Recognising how everyday choices impact people, animals, and the environment Knowing that spending choices can affect ethical and environmental outcomes (e.g. Fairtrade, reducing waste) Understanding the importance of kindness, care, and compassion Recognising that individuals can make a positive difference Intended Skills: Decision-making and ethical thinking	Knowing that peer influence can affect decision-making Understanding online safety risks and appropriate behaviour Knowing that rules and laws exist to keep people safe Understanding how and where to report concerns Intended Skills: Risk recognition and assessment Decision-making and problem-solving Managing peer influence and pressure Applying online safety skills

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	Intended Skills: Demonstrating respectful and courteous behaviour Communication and empathy Recognising appropriate vs inappropriate behaviour Decision-making and boundary setting Responding safely to challenging situations Help-seeking and reporting concerns **Key Vocabulary:** Respect, polite, behaviour, privacy, secret, trust, rights, responsibility, equality, inclusion,	Identifying strengths and personal qualities Developing confidence and self-esteem Goal-setting and planning Problem-solving and resilience Managing emotions linked to setbacks **Key Vocabulary:** Strengths, skills, qualities, confidence, self-esteem, goal, achieve, challenge, resilience, improve, mindset **Resources:** Strengths and qualities cards	Self-regulation and calming strategies Communication and empathy Coping with change, loss, or difficult situations Help-seeking and supporting others **Key Vocabulary:** Feelings, emotions, calm, upset, angry, worried, express, control, cope, support, change, loss **Resources:** Emotion cards and feeling scales Social stories about emotions and behaviour	Help-seeking and accessing support confidently **Key Vocabulary:** Puberty, grow, change, body, hygiene, menstruation, period, erections, wet dreams, emotions, development, routine, support **Resources:** Age-appropriate puberty education videos Body change diagrams (male and female anatomy – appropriate level) Hygiene products (e.g. deodorant, sanitary products)	Expressing opinions and discussing ideas Empathy and compassion for others and animals Responsible behaviour and environmental awareness Communication and participation in discussions **Key Vocabulary:** Environment, responsibility, care, protect, choice, decision, Fairtrade, recycle, waste, charity, compassion, impact **Resources:** Environmental awareness videos	Communication and help-seeking Responsible and safe behaviour in different environments **Key Vocabulary:** Risk, hazard, danger, safety, environment, influence, pressure, online, personal information, law, rules, report **Resources:** Safety and risk scenario cards (real-life and online) Videos on road, rail, water, and fire safety Online safety materials (CEOP, NSPCC)

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	discrimination, safe, report Resources: Behaviour and respect visuals/posters Human rights summaries (child-friendly) Social stories about respectful behaviour and boundaries Scenario cards (including online and real-life situations) NSPCC / safeguarding resources Videos demonstrating respectful and disrespectful behaviour	"All About Me" templates Goal-setting worksheets and planners Social stories about resilience and perseverance Emotion charts and reflection tools Videos about growth mindset and overcoming challenges Achievement certificates or recognition charts Suggested Activities: Role Play Talking about achievements and strengths	Calm-down tools (e.g. sensory items, breathing prompts) Videos explaining emotions and wellbeing Reflection journals or mood trackers Trusted adult/support network templates Guided relaxation or mindfulness resources Suggested Activities: Role Play Expressing feelings appropriately (e.g. "I feel…" statements) Responding to difficult situations calmly	Social stories about growing up and change Question box (anonymous pupil questions) NHS / PSHE-approved puberty resources Trusted adult/support network templates Suggested Activities: Role Play Asking for advice from a trusted adult Talking about changes in a respectful and appropriate way Practising hygiene routines (e.g.	(recycling, climate, conservation) Images and case studies (Fairtrade, pollution, wildlife protection) Debate or discussion prompts Posters about sustainability and caring for others Social stories about kindness and responsibility News articles (age-appropriate) about environmental issues Classroom recycling resources Suggested Activities: Role Play Making choices about buying	Case studies about peer influence and decision-making Visual posters about rules and laws Local area maps and safety guides News or real-life examples (age-appropriate) Suggested Activities: Role Play Responding to risky situations (e.g. unsafe behaviour near roads or water) Saying no to peer pressure Reporting a concern to a trusted adult or authority

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	Trusted adult/support network templates Suggested Activities: Role Play Demonstrating polite and respectful behaviour in different settings Responding to someone being unkind or disrespectful Practising how to report a concern to a trusted adult Scenario-Based Learning "Someone is being left out—what should you do?" "You are asked to keep a secret that	Practising positive self-talk Encouraging others and giving compliments Scenario-Based Learning "You find something difficult—what can you do to improve?" "You make a mistake—how can you learn from it?" "You want to achieve something—what steps will you take?" "You feel like giving up—what could help you keep going?"	Asking for help from a trusted adult Scenario-Based Learning "You feel very angry—what can you do to calm down?" "You feel sad because something has changed—who can help?" "You feel nervous about something new—how can you cope?" "A friend is upset—how can you support them?" Practical / Interactive Activities	preparing for the day) Scenario-Based Learning "You notice changes in your body—what can you do?" "You feel worried about growing up—who can you talk to?" "You forget something important for hygiene—what can you do next?" "A friend is unsure about changes—how can you support them?"	products (e.g. fair trade vs cheaper options) Caring for animals or helping others in need Discussing how to respond to environmental issues Scenario-Based Learning "You see litter in your local area—what can you do?" "You can choose between two products—one is better for the environment—what will you do?" "Someone needs help—how can you respond kindly?"	Scenario-Based Learning "Friends encourage you to do something unsafe—what do you do?" "You see something risky in your local area—how do you respond?" "Someone online asks for personal information—what should you do?" "You witness something that breaks the rules—what happens next?" Practical / Interactive Activities Risk assessment task (identify hazards in different places)

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	feels wrong—what happens next?" "You see unkind behaviour online—how do you respond?" "Someone invades your personal space—what can you say?" **Practical / Interactive Activities** Sorting activity: respectful vs disrespectful behaviour Create a "Respect Charter" for the class Rights vs responsibilities matching activity	**Practical / Interactive Activities** Create a "My Strengths" poster Goal-setting activity (short-term achievable goals) "Proud moments" sharing circle Growth mindset sorting (positive vs negative thinking) Build a personal achievement timeline Reflective journaling on progress and effort **Distance Learning Activities**	Feelings matching activity (emotion → situation) Create a personal calm toolkit (strategies that help) Mood diary or feelings tracker Sorting activity: helpful vs unhelpful responses Breathing and relaxation exercises Create a "What helps me" poster **Distance Learning Activities** Emoji check-ins at the start of lessons Online wellbeing quizzes	**Practical / Interactive Activities** Create a "Growing Up Care Plan" (hygiene and self-care routines) Matching activity: changes during puberty Build a daily hygiene checklist Question and answer sessions using anonymous questions Sorting activity: physical vs emotional changes **Distance Learning Activities** Watch and reflect on puberty education videos	"Animals are affected by pollution—what choices can help them?" **Practical / Interactive Activities** Recycling and sustainability project (sorting materials) Create a "Help Our Planet" poster or campaign Debate: "What is the best way to help the environment?" Charity or kindness project "Impact choices" activity (matching actions to consequences)	Matching activity: risks and safe responses Create a "Stay Safe" guide for different environments Online safety checklist activity Debate: "Why do we need rules and laws?" **Distance Learning Activities** Online quizzes about risk and safety Virtual scenario discussions: "What would you do?" Create a digital poster: "Managing Risk and Staying Safe"

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	Inclusion activity: how to make others feel welcome Discussion or debate: fairness and equality Distance Learning Activities Online quizzes about respect and behaviour Create a digital poster: "How to show respect" Watch and reflect on videos about inclusion and equality Virtual discussion: "What would you do?" scenarios Online reflection journal about	Create a digital "All About Me" or strengths profile Record a video explaining a personal goal Online quizzes about confidence and mindset Virtual reflection journal: "What I am proud of this week" Growth mindset video discussions	Record a video: "How I manage my feelings" Digital feelings journal Watch and reflect on videos about emotions and coping strategies Virtual group discussion about managing feelings	Create a digital poster: "Looking After Myself as I Grow" Online quizzes about body changes and hygiene Reflection activity: "What I know and what I want to learn" Virtual discussion in a safe, structured format	Distance Learning Activities Create a digital poster: "How I can help the world" Online quizzes about environmental responsibility Watch and reflect on videos about sustainability Virtual discussion on real-world issues Record a video explaining one choice that helps others or the planet	Watch and analyse safety videos Online research task: safety rules for different environments

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	respectful behaviour					
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: