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*

8N

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 Autumn 1
2026-2027	**Topic:** **What makes a good friend?** **Focus:** Friendship; feeling lonely; managing arguments **Suggested Key Questions:** **How can I make friends with others?** **How can I recognise when I feel lonely, and what can I do about it?** **What does friendly behaviour look like?**	**Topic:** **What is bullying?** **Focus:** Behaviour; bullying; words and actions; respect for others **Suggested Key Questions:** **How can words and actions affect how others feel?** **How can I ask for permission and respond if physical contact makes me feel uncomfortable?** **Why are name-calling, teasing, and**	**Topic:** **What jobs do people do?** **Focus:** People and jobs; money; role of the internet **Suggested Key Questions:** • **How do jobs help people earn money to pay for things they need and want?** • **What different jobs can I name, including those in my community?** • **What skills and interests help people do different jobs?**	**Topic:** **What helps us to stay safe?** **Focus:** Keeping safe; recognising risk; rules **Suggested Key Questions:** • **How do rules help to keep us safe (e.g. road, fire, water, online, medicines)?** • **How can I recognise unsafe or risky situations and keep myself safe?** • **How can I say no to things that make me feel uncomfortable or unsafe?**	**Topic:** **What helps us to grow and stay healthy?** **Focus:** Being healthy; eating, drinking, playing, sleeping **Suggested Key Questions:** • **What things help my body to grow and stay healthy?** • **How does eating and drinking too much sugar affect my health?** • **How can I stay active and how much sleep do I need?**	**Topic:** **How do we recognise our feelings?** **Focus:** Feelings; mood; times of change; loss and bereavement; growing up **Suggested Key Questions:** • **What different feelings can I have, and how can I recognise them?** • **How can my feelings change in different situations or over time?** • **What might make me feel happy, sad, worried, or angry?**	

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	What makes a good friend? How can I resolve arguments with friends? Who can I ask for help if a friendship makes me feel unhappy? **Key Skills and Knowledge:** **Intended Knowledge:** Understanding what friendship is and how friendships form Recognising behaviours that show kindness and respect Understanding feelings of loneliness and how they can affect people	excluding others not acceptable? How can I respond if I see or experience bullying? How can I tell a trusted adult about bullying, and why is it important to do so? How can I report online bullying and stay safe online? **Key Skills and Knowledge:** **Intended Knowledge:** Understanding that words and actions can affect how others feel Knowing what bullying is and how it differs from everyday disagreements	• How do people use the internet and digital devices in their work and daily life? • How can the internet help people find jobs? • What jobs can I find when using the internet? **Key Skills and Knowledge:** **Intended Knowledge:** Understanding that people do different jobs to earn money Recognising a range of jobs in the community and beyond Knowing that people have different skills and interests that link to jobs Understanding how digital devices and the internet are	• Is everything I see online true or trustworthy? • Can people online pretend to be someone else, and how do I stay safe? • Who can I tell if I feel unsafe or worried, and how do I ask for help? **Key Skills and Knowledge:** **Intended Knowledge:** Understanding that rules and restrictions help keep people safe in different situations Recognising risks in both familiar and unfamiliar environments (including online) Knowing that not everything online is true or safe	• What different ways can I play and learn, and when should I take a break from screens? • How does sunshine help my body, and how can I stay safe in the sun? • What healthy choices can I make every day? **Key Skills and Knowledge:** **Intended Knowledge:** Understanding that different lifestyle choices affect health Knowing that food, drink, physical activity, sleep, and rest all help the body grow Recognising the impact of too much	• How can big changes (e.g. growing up, loss, new experiences) affect how I feel? • What can I do to manage strong or difficult feelings? • Who can I talk to if I feel worried, upset, or confused? **Key Skills and Knowledge:** **Intended Knowledge:** Understanding that people experience a range of feelings and emotions Recognising that feelings can change over time and in different situations Awareness that life events (e.g. change, loss) can affect emotions Knowing that it is normal to feel different emotions when growing up

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	Knowing that disagreements can happen and can be resolved Recognising when friendships are positive or negative Intended Skills: Building and maintaining friendships Communication and listening Empathy and understanding others' feelings Problem-solving and conflict resolution Help-seeking when needed Key Vocabulary: Friend, kind, share, listen, lonely, upset,	Recognising that bullying (including name-calling, teasing, and exclusion) is unacceptable Understanding personal boundaries and consent in physical contact Knowing how to report bullying (including online) and why it is important Intended Skills: Identifying bullying behaviour Communicating feelings and boundaries Saying no and seeking help	used in everyday life and work Awareness that the internet can be used to search for jobs Intended Skills: Identifying and describing different jobs Making links between skills/interests and possible careers Decision-making and aspiration building Basic digital awareness Communication and discussion about future goals Key Vocabulary: Job, work, earn, money, skills, interests, career,	Understanding that people online may not always be who they say they are Knowing how and when to seek help from trusted adults Intended Skills: Risk recognition and awareness Decision-making and safety choices Resisting pressure (including keeping unsafe secrets) Digital safety awareness Communication and help-seeking Intended Skills: Risk recognition and awareness Decision-making and safety choices	sugar on health (including teeth) Understanding the benefits of outdoor play and sunshine Knowing how to stay safe in the sun Intended Skills: Making healthy choices Identifying healthy vs less healthy habits Building routines (sleep, hygiene, activity) Self-awareness of body needs (rest, food, activity) Managing screen time Key Vocabulary: Healthy, food, drink, sugar, exercise, sleep, rest, energy,	Understanding the importance of talking about feelings and seeking support Intended Skills: Identifying and naming emotions Expressing feelings appropriately Developing self-awareness Empathy and recognising others' emotions Help-seeking and communication Key Vocabulary: Feelings, emotions, happy, sad, worried, angry, calm, change, grow, support, loss

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	solve, respect, help, trust **Resources:** Friendship and social behaviour visuals Social stories about friendships and conflict Emotion cards (to explore feelings like loneliness) Scenario cards (friendship problems) Communication prompts or scripts Circle time discussion materials **Suggested Activities:** **Role Play** Meeting someone new and starting a friendship	Responding safely in difficult situations Reporting concerns confidently **Key Vocabulary:** Bullying, kind, unkind, teasing, respect, feelings, safe, stop, help, report **Resources:** Anti-bullying visuals and posters Social stories about bullying and kindness Scenario cards (in-person and online situations) NSPCC / Anti-Bullying Alliance resources Online safety videos and guides	internet, search, digital **Resources:** Community job images and videos (e.g. police, teacher, builder, nurse) Role-play job props (uniforms, tools, office items) Job cards and matching activities Videos showing different workplaces Simple child-safe job search examples (images/screenshots) ICT devices (tablets, laptops) **Suggested Activities:**	Resisting pressure (including keeping unsafe secrets) Digital safety awareness Communication and help-seeking **Resources:** Safety posters (road safety, fire safety, online safety) Scenario cards (real-life and online situations) Social stories about staying safe NSPCC / CEOP online safety resources Videos about recognising risk and making safe choices Communication prompts ("no",	screen time, sunshine, protect **Resources:** Healthy eating visuals (food groups, balanced diet posters) Videos about exercise, sleep, and health Sugar content visuals (e.g. sugar cubes in drinks) Outdoor play equipment Screen-time awareness visuals Sun safety resources (hats, sunscreen, posters) **Suggested Activities:** **Role Play** Making healthy choices (choosing	**Resources:** Emotion cards and visuals Wellbeing scales or charts Social stories (change, loss, feelings) Books about feelings and growing up Calm-down tools (sensory resources, breathing prompts) Videos exploring emotions and wellbeing **Suggested Activities:** **Role Play** Acting out different emotions Practising how to tell someone how you feel Asking for help when feeling upset

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	Showing good listening and sharing skills Practising resolving an argument calmly Scenario-Based Learning "You feel left out at playtime—what can you do?" "You and a friend disagree—how can you solve it?" "A friend is unkind—what should you do?" Practical / Interactive Sorting activity: good friend vs not a good friend behaviours Create a "What makes a good friend" poster	Communication cue cards ("Stop", "I need help") Suggested Activities: Role Play Responding to bullying (saying "stop", walking away, telling an adult) Practising asking for permission (e.g. personal space and touch) Reporting concerns to a trusted adult Scenario-Based Learning "Someone calls you a name—what do you do?" "A group leaves someone out—how can you help?" "You see mean messages online—	Role Play Acting out different jobs (e.g. teacher, shop assistant, doctor) Workplace scenarios (serving customers, helping others) Interview role play ("What job would you like and why?") Scenario-Based Learning "You want to be a builder—what skills do you need?" "You earn money—how will you spend or save it?" "You are using the internet—how do you search safely for a job?"	"stop", "I need help") Suggested Activities: Role Play Saying "no" in unsafe situations Asking a trusted adult for help Responding safely to online messages or unknown people Scenario-Based Learning "Someone asks you to keep a secret that feels wrong—what do you do?" "You see something online that scares you—what should you do?" "You are in a risky situation—how can you stay safe?"	food, bedtime routines) Explaining to others how to stay healthy Demonstrating sun safety routines Scenario-Based Learning "You have lots of sweets—what might happen?" "You feel tired—what should you do?" "You are playing outside in the sun—how do you stay safe?" Practical / Interactive Sorting activity: healthy vs less healthy choices	Scenario-Based Learning "You feel nervous about something new—what can you do?" "You feel sad because something has changed—who can help?" "A friend looks upset—how can you respond?" Practical / Interactive Matching emotions to situations Create a "My feelings" chart or diary Calm-down strategies practice (e.g. breathing, quiet time) Emotion sorting activities

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	Friendship circle activity (identifying support networks) Turn-taking games and teamwork tasks Distance Learning Video modelling of friendship scenarios Online discussions about kindness and friendship Digital poster: "How to be a good friend" Reflection activity: "What kind of friend am I?"	what should you do?" Practical / Interactive Sorting activity: bullying vs friendly behaviour Create a "Be kind" class charter Matching emotions to situations (how bullying affects feelings) Design an anti-bullying poster Distance Learning Online anti-bullying quizzes Watch and discuss video scenarios Digital poster: "How to stop bullying" Virtual discussion: "What should we do	Practical / Interactive Matching jobs to tools or workplaces Create a "When I grow up…" poster Sorting activity: jobs and what they do Link strengths/interests to jobs activity Simple job search exploration using visuals Distance Learning Watch videos about different careers Online quiz: "Match the job to the role" Digital presentation about a chosen job Virtual discussion: "What job would I like and why?	Practical / Interactive Sorting activity: safe vs unsafe situations Matching rules to reasons (e.g. road rules → safety) Create a "How I stay safe" poster Online safety checklist activity Distance Learning Online safety quizzes and games Watch and discuss digital safety videos Create a digital safety poster Virtual discussion: "What would you do?" scenarios	Build a daily healthy routine chart Exercise and movement sessions Sugar investigation activity (comparing drinks/snacks) Create a "Healthy Me" poster Distance Learning Online quizzes about healthy habits Watch videos about diet, exercise, and sleep Create a digital daily routine timetable Record a short video explaining how to stay healthy	(happy/sad/worried etc.) Distance Learning Emoji check-ins at the start of lessons Online wellbeing reflections or journals Watch and discuss videos about emotions Record a short video: "How I feel and what helps me

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		if someone is unkind online				
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers:	4.1 Linking curriculum learning to careers:	4.1 Linking curriculum learning to careers:	4.1 Linking curriculum learning to careers:	4.1 Linking curriculum learning to careers:	4.1 Linking curriculum learning to careers: