	Keeping myself safe	Keeping myself safe online	Keeping myself physically healthy	Keeping myself mentally healthy	Biology		Identity, including the Protected Characteristics	Relationships and family
						1		
FS2	I know what to do	How do you use a	How do I keep myself clean?	I can tell you how I feel.	Changes and puberty	Science curriculum	what am I good at? What are	my friends good at? – Autumn 1
	if I meet a stranger.	computer safely?		Spring 1	What can I do now that	What is a life cycle?	Why is my body special?	
	Children will know		Throughout the year	A little Bit Brave	I couldn't do when I		Summer 2	
	that a stranger is		563	Leo and the Octopus	was younger?			
	someone who you		FS2	The Colour Monster				
	or your grown up		- I know basic hygiene and	l			Ann Continue 2	
	does not know.		exercise keeps my body	Introducing Zones of			Age – Spring 2	
	Children will		healthy.	Regulation.			Meena	
	understand that		I understand that it is				Sine van Mol	
	there are safe and		important to keep my body					
	unsafe strangers.		clean.	I can start to recognise my			Disability Autumn 1	
	Children will be		I can wash my hands				Disability – Autumn 1	
	able to give		properly, clean my teeth,	With support, I can use			Having a Disability	
	examples of safe		change independently and	strategies to help me.			Justina Chen Hedley	
	and unsafe		make healthy food choices.	I can use the calm area to				
	strangers, and			help me.			Religion/belief Autumn 2	
	know what to do if			I can identify emotions			Hats of Faith	
	they lost their			through the use of stories.			Medeia Cohan	
	grown up when						You Choose Book	
	away from home.			VOCAB: happy, sad, angry,			King for a Day	
	,			excited				
	Who can I trust?						Gender – Summer 1	What words do I use in my
	What does it mean						Pink is for Boys	family?
	to trust people?						Robb Pearlman	Autumn 1
	Children will know						The Girls	The Family Book
	that trust means we							Mommy, mama and me
	can rely on						Sexual orientation	The Great Big Book of Families
	someone to help						Julian is a Mermaid –	
	keep us safe.						Autumn 1	Children will know that a
	Children will know						Jessica Love	family is a type of relationship.
	what each colour						After reading the story, we	Children can talk about
	lanyard means and						ask Does it matter what	different members of their
	represents in						other people choose to wear	family.
	school.						at our school?	They can explain their
	Children will know						Marriage/civil partnership	relationship to different
	they can trust all						The Prince and the Frog -	members of the family.
	familiar adults in						Autumn 1	They understand that not all
	school, and know						Olly Pike	families are the same.
	that an adult should						Pregnancy/maternity –	
	never be on their						Spring 2	
	own wearing a red						And Tango Makes Three	
	lanyard.						Justin Richardson	
	Children will be						Race/ethnicity	
	able to give						Sulwe	
							l .	
	examples of						Lupita Nyong'o	
					1		Amazing Grace	

	strangers they san					I	Gender reassignment	What makes a good friend?
	strangers they can trust.						Jamie	What makes a good friend?  This is taught to specifically
	trust.						Olly Pike (access on	include appropriate and
	Who helps to keep						YouTube)	inappropriate things that a
	me safe?						Tourube)	friend would ask or say at an
	Children will be							age-appropriate level.
	able to name adults							Autumn 1
	their life that they							Mr Big
	trust to keep them							Kind
	safe.							The Friendly Day
	Children will be							The Bear says thanks
	able to give							The Bear says thanks
	examples of how							
	adults in their life							Children will know that
	keep them safe							friendships are a type of
	(focus on teachers,							relationship.
	family and key							Children can tell you the
	workers). Include							school's golden rules and
	road safety.							begin to explain what they
	Toda safety.							mean.
	What is a healthy							Children can talk about how
	amount of screen							they can be a good friend and
	time?							the kind of things they can do
	Children will know							to show this ("Stop that I don't
	what activities they							like it!").
	do that are classed							Children can give examples of
	as screen time.							the types of behaviours which
	Children will be							aren't friendly.
	able to talk about							Children can put into practise
	what too much							what to do if somebody is not
	screen time could							being a good friend.
	mean, and give							being a good mend.
	examples of an							
	evening of activities							
	that shows a							
	healthy balance of							
	screen and off-							
	screen time.							
	Keeping myself	Keeping myself	Keeping myself	Keeping myself	Biology		Identity, including the	Relationships and family
Year 1	safe	safe online	physically healthy	mentally healthy	ыоюду		Protected Characteristics	Relationships and family
		Understand a healthy	How can I make sure I keep	How can I tell how others	Have are have and girls	What are the		What are the roles in a family?
	I feel unsafe?	balance of online and	·	are feeling?	How are boys and girls	What are the		virial are the roles in a family?
			myself healthy?	_	different?	animal groups?	Age On Together	Children son tall, about the
	Children need to	offline activities.	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	What are the zones of			Stephanie Lowrey-Willson	Children can talk about the
	know what		Y1	regulation?			Disability	different jobs needed to help
	situations may be		- I know why hygiene is	How do I express myself?			Don't call me special	the house run smoothly.
	unsafe (e.g. losing a		important to keep me	How can I recognise that			Pat Thomas	Children understand that
	grown up at the		healthy and how a	I'm feeling sad, happy,				families should provide food,
	part or		balanced diet keeps	excited, nervous?				shelter, safety and love.
	supermarket).		me healthy.					They understand their role in
	Children will know		- I understand the					the family and how they can
	what to say and do		consequences of	I can name the different				help.
	to make		having an unbalanced	zones of regulation.				
	themselves safe in	What do we do if we	meal and how	I can start to talk about			Religion/belief	Are all families the same?
	these situations.	feel uncomfortable	keeping my body	what the emotions are			Mommy's Khimar	
		online?	clean can keep me	within each zone.			Jamilah Thompkins-Bigelow	Children can identify that
	Children will be		from being poorly or	I can match emotions to a				families are a type of
	able to describe		damaging my body.	picture.				relationship which should
	how to cross a road		- I can wash my hands,	I can match emotions into				make all members feel safe
	safely (always with		brush my teeth and	colour zone.				and loved.
						i .		
	an adult, using a		make healthy food	I can give examples of				Children are able to say what
	an adult, using a pedestrian crossing wherever possible		make healthy food choices.	I can give examples of WHY I feel a certain way.				makes their family special.

	and knowing to stop, look and listen when crossing a road in a safely chosen place when a crossing isn't available).  How can I keep myself safe at home? Children will know what jobs they can and which they should not do. Children will know they should never be at home on their own at this age. Children will know which appliances they should never use or touch, and the potential dangers of cleaning products and medicines.	online and offline with people  What do we do if we feel uncomfortable		I can identify the zone I am currently in. VOCAB: Happy, sad, angry, excited, giddy, worried, tired	What are the names of the How will my body change as I grow up? (Human life cycle)	How are different animals born and cared for? What are the parts of a plant that help it to survive?  The body parts?	Gender William's Doll Charlotte Zolotow Sexual orientation Mommy, Mama and ME Board book Leslea Newman  Marriage/civil partnership Donovan's Big Day Leslea Newman  Race/ethnicity My Brown Skin Thomishia Booker Gender reassignment I Am Jazz Jazz Jennings	Children are able to talk about who is a part of their extended family (uncles, cousins etc) Children can talk respectfully about how families are different.  Who are my special friends? Why are they special? This is taught to explicitly include appropriate and inappropriate behaviour in an ageappropriate way.  Children will know that friendship is a type of relationship where you should feel valued, respected, safe and be kind to each other. Children understand that they don't have to be friends with everybody but they do have to be kind. I can say what my friend likes and enjoys and know this may not be the same as me. I can explain what it means to be a good friend and how me and my friends show this. I can explain when someone is not being a good friend and know what I can do about this.
Year 2	a dangerous	safe online Understand what to do if messages pop up	Keeping myself physically healthy What are germs and how do I keep myself hygienic?		Biology  How do different animals care for their	What is a life cycle?	Identity, including the Protected Characteristics  Age  Miz Berlin Walks	Relationships and family  What is personal space and why is it important?
	situation? Children will be able to recognise the discomfort and emotional security when they are in a dangerous situation. Children will understand some situations are dangerous, both in the home and outside. Children will be able to recognise when to remove themselves from a situation and to tell a trusted adult. Children will understand the	on our devices  How to search safely	me unwell and how being hygienic can stop germs spreading.	I can use turnaround time appropriately. I can identify strategies that are in school to use. I am starting to develop my ability to use strategies in school. I can identify which zone of regulation I am in. VOCAB: cross, frustrated, disappointed, anxious,	young?		Disability Just Ask Sonia Sotomayor	This is taught to explicitly include being 'overly friendly' and why no is an important word in any friendship.  I can explain what personal space means and why it is important. Children can give examples of things they can do If somebody is not respecting their personal space. Children can verbalise how it makes them feel when somebody is not respecting their personal space. Children can talk about scenarios when it's ok to say no. What is respect? This is taught to explicitly include respecting our friends'

Understand anyone can put something online (fake news)  How do we keep our information safe?  Do you need a password in Y2?  Who can you trust online?  Understand a healthy balance of online and offline activities  How to choose what					Religion/belief The Proudest Blue Ibtihaj Muhammad LINK WC What is it like to be a Muslim in Sheffield? Gender My Princess Boy Cheryl Kilodavis Sexual orientation This Day in June Gayle Pitman  Marriage/civil partnership Stella Brings the Family Miriam Schiffer Race/ethnicity When Black Lives Matter Maxine Clarke  LINK: WC Nelson Mandela Gender reassignment	Children can explain what it means to be respectful and what this looks like. Children can give examples of times/people they may need to show respect to/with. Children understand that it is ok to have different views and opinions and it is important to respect other people. Children understand their friends right to say no and the importance of making your own decision. What different types of families exist?  Should I be forced to be friends with someone? This is taught at an ageappropriate level so children are aware that grooming can happen within friendships, but that no is always an important word. The word 'grooming' is not introduced. How can I tell if people are my true friends? This includes giving children strategies for if a friend asks them to do something they know is wrong or that makes them feel uncomfortable.
					Gender reassignment Phoenix Goes to School	tnem feel uncomfortable.
do online	Kaaning mysalf	Vacaning musclf	Dielogy		Michelle Finch	Relationships and family
safe online	physically healthy	mentally healthy	Diology		Protected Characteristics	Relationships and failing
Children will know that some people may persuade them to be friends with them, or do things for them. Children will understand that grooming is an unequal and unbalanced relationship (friendship).	clean? -I know that oral hygiene is important so my teeth are healthyI understand the importance of oral hygiene, brushing my teeth for 2 minutes twice a day will keep them clean and healthyI can brush my teeth for 2	I understand there are different scenarios in which you could feel scared. I understand what fight, flight or freeze means and why our bodies react in this way. I understand the physical symptoms of feeling	What does a baby need to be healthy?	What is the life cycle of a flowering plant (including the parts of a flowering plant)?	To understand how differences can affect	What is comfortable for me? Children will be able to identify different feelings and emotions. Children will be able to identify if a feeling is comfortable or uncomfortable. Children will understand that we all don't feel the same in different situations. Children will be able to discuss situations which may lead to uncomfortable feelings. Children will be able to
	can put something online (fake news)  How do we keep our information safe?  Do you need a password in Y2?  Who can you trust online?  Understand a healthy balance of online and offline activities  How to choose what to do and what not to do online  Keeping myself safe online  What is 'grooming'?  Children will know that some people may persuade them to be friends with them, or do things for them. Children will understand that grooming is an unequal and unbalanced relationship (friendship).	Can put something online (fake news)  How do we keep our information safe?  Do you need a password in Y2?  Who can you trust online?  Understand a healthy balance of online and offline activities  How to choose what to do and what not to do online  Keeping myself safe online  What is 'grooming'? Children will know that some people may persuade them to be friends with them, or do things for them. Children will understand that grooming is an unequal and unbalanced relationship (friendship).  Keeping myself physically healthy  How do I keep my teeth clean?  -I know that oral hygiene is important so my teeth are healthy.  -I understand the importance of oral hygiene, brushing my teeth for 2 minutes twice a day will keep them clean and healthy.  -I can brush my teeth for 2 minutes twice a day all	The company on the company of the metally healthy  The company of the company of the metally healthy  The company of the company of the metally healthy  The company of the company of the metally healthy  The company of the company of the metally healthy  The company of the company of the metally healthy  The company of the company of the metally healthy  The company of the company of the metally healthy  The company of the company of the metally healthy  The company of the company of the metally healthy  The company of the company of the metally healthy  The company of the company of the metally healthy  The company of the company of the metally healthy  The company of the company of the metally healthy  The company of the company of the metally healthy  The company of the company of the metally healthy  The company of the company of the metally healthy  The company of the company of the metally healthy  The company of the company of the metally health	How do we keep our information safe?     Do you need a password in Y2?     Who can you trust online?   Understand a healthy balance of online and offline activities   How to choose what to do and what not to do online   Keeping myself safe online   What is 'groomig'? Children will know that some people may persuade them to be friends with them, or do things for Hum. Children will understand that grooming is an unequal and unbalanced relationship (friendship).   I can brush my teeth for 2 minutes twice a day all understand the physical symptoms of feeling symptoms of sym	How do we keep our information safe?	an put something online (fake news)  How do we keep our information safe?  Do you need a password in Y2?  Who can you trust online?  Who any ovu trust online?  Who can you trust online of online and offine activities. How to choose what to do and what not to do and what not to do nolline. Keeping myself safe online  What is grooming?  What is grooming?  What is grooming?  What is to Keeping myself safe online online online. It is to K to be scared? them. Children will know that oral hygiene, brushing my teeth on the pays to any one of the pays can be appropriate to the my pressuate them portants on my teeth and them, or do things for them. Children will know that oral hygiene, brushing my teeth to grooming is an unequal and understand that grooming is an unequal and understand that prooming is an unequal and understand the that proof in the

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Laifeing modelines in more profession at the elegency and the profession of the profession of the elegency and the elegency a	Children will	could include being		I understand that			their own uncomfortable
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able to look at a packet of machine to ecode who the packet of machine to ecode who the including the age and door.  Chicken will be the very tell and said when they tell and		l .					
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to decode who the medicine is safe to distingto or tell what clinic or collision or tell what they did and safe clinic or collision or tell what they did and safe clinic or collision or tell what they did and safe clinic or collision will understand the best way to store and color.  VOCAB: medicine will be the way to store and the best way to store and t							
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and dove. Children will trusted adult. Children will will desire with trusted adult. WoCAR: Fight, flight, freeze, safe, unraste, empathy, symptoms  VoCAR: region, flight, flight, freeze, safe, unraste, empathy, symptoms  VoCAR: region, flight, flight, freeze, safe, unraste, empathy, symptoms  VoCAR: region, flight, fl		1					
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understand the best ways to specific members this market as, "block, shot and test".  VOCASE medicine, plantmax, leading and the state of the state		· -		VOCAR. Siele Siele			
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VOCAS: medicine, prescribed, p	•			empathy, symptoms			
VOCAS: medicine, prescribed, p	medicies.						
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where they live as the railway, river, electricity sub- Understand websites store a lot of our Michael Rosen    Michael Rosen   Inclusivity   Inclusivity   To learn to be welcoming   Inclusivity   I	•					This is Our House	
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store a lot of our						-	
information Beegu	,					= 1	
		ıntormation			 	Beegu	

	stations and the						Alexis Deacon	
	roads.							
	Children will							
	understand how							
	they need to							
	behave around							
	these areas in order							
	to keep themselves							
	safe.							
	Children will know							
	the important of							
	reporting to a							
	trusted adult any							
	unsafe situation							
	they encounter							
	(e.g. finding a hole							
	in a fence around a							
	sub-station).							
	Children will know							
	water safety							
	techniques as not							
	jumping into open							
	water, and not							
	playing on unsafe							
	river banks.							
	Children will know							
	you can drown in							
	very shallow water.							
		14 1 16		10	B: 1			D 1 .: 1: 16 :1
Year 4	Keeping myself		Keeping myself	Keeping myself	Biology		Identity, including the	Relationships and family
	safe	safe online	physically healthy	mentally healthy			Protected Characteristics	
	Where are my	Understand a healthy	How do I keep myself fit	What is the difference	What is puberty?	What impact will	Individual identity	What are the differences in my
					1			·
	favourite safe	balance of online and	through exercise?	between worry and		puberty have on	Be who you want to be	relationships?
			through exercise?	between worry and anxiety?		puberty have on me?	1	relationships?
	places?	offline activities can		between worry and anxiety?		puberty have on me?	Red: a crayons story	relationships?
	places? Children will		I know that being active for	anxiety?		1 .	1	relationships?
	places? Children will understand that	offline activities can	I know that being active for an hour every day is good	anxiety?  I can identify the different		1 .	Red: a crayons story	relationships?
	places? Children will understand that different people	offline activities can	I know that being active for an hour every day is good for my body.	anxiety?  I can identify the different zones of regulation I am		1 .	Red: a crayons story	relationships?
	places? Children will understand that different people have different safe	offline activities can	I know that being active for an hour every day is good for my body. I understand that exercise	I can identify the different zones of regulation I am in.		1 .	Red: a crayons story	relationships?
	places? Children will understand that different people have different safe places for different	offline activities can	I know that being active for an hour every day is good for my body. I understand that exercise is good for my body.	I can identify the different zones of regulation I am in. I understand the		1 .	Red: a crayons story	relationships?
	places? Children will understand that different people have different safe places for different reasons.	offline activities can	I know that being active for an hour every day is good for my body. I understand that exercise is good for my body. I can be active every day at	anxiety?  I can identify the different zones of regulation I am in.  I understand the difference between worry		1 .	Red: a crayons story	relationships?
	places? Children will understand that different people have different safe places for different reasons. Children will be	offline activities can	I know that being active for an hour every day is good for my body. I understand that exercise is good for my body.	anxiety?  I can identify the different zones of regulation I am in.  I understand the difference between worry and anxiety.		1 .	Red: a crayons story	relationships?
	places? Children will understand that different people have different safe places for different reasons. Children will be able to describe	offline activities can	I know that being active for an hour every day is good for my body. I understand that exercise is good for my body. I can be active every day at	anxiety?  I can identify the different zones of regulation I am in.  I understand the difference between worry and anxiety. I understand the healthy		1 .	Red: a crayons story	relationships?
	places? Children will understand that different people have different safe places for different reasons. Children will be	offline activities can	I know that being active for an hour every day is good for my body. I understand that exercise is good for my body. I can be active every day at	anxiety?  I can identify the different zones of regulation I am in.  I understand the difference between worry and anxiety.		1 .	Red: a crayons story	relationships?
	places? Children will understand that different people have different safe places for different reasons. Children will be able to describe	offline activities can	I know that being active for an hour every day is good for my body. I understand that exercise is good for my body. I can be active every day at	anxiety?  I can identify the different zones of regulation I am in.  I understand the difference between worry and anxiety. I understand the healthy		1 .	Red: a crayons story	relationships?
	Children will understand that different people have different safe places for different reasons. Children will be able to describe safe and unsafe places, and be able	offline activities can	I know that being active for an hour every day is good for my body. I understand that exercise is good for my body. I can be active every day at	anxiety?  I can identify the different zones of regulation I am in.  I understand the difference between worry and anxiety.  I understand the healthy and unhealthy impacts of worry and anxieties.		1 .	Red: a crayons story	relationships?
	children will understand that different people have different safe places for different reasons. Children will be able to describe safe and unsafe places, and be able to describe their	offline activities can	I know that being active for an hour every day is good for my body. I understand that exercise is good for my body. I can be active every day at	anxiety?  I can identify the different zones of regulation I am in.  I understand the difference between worry and anxiety.  I understand the healthy and unhealthy impacts of worry and anxieties.  I understand the physical		1 .	Red: a crayons story	relationships?
	Children will understand that different people have different safe places for different reasons. Children will be able to describe safe and unsafe places, and be able to describe their own safe place,	offline activities can	I know that being active for an hour every day is good for my body. I understand that exercise is good for my body. I can be active every day at	anxiety?  I can identify the different zones of regulation I am in.  I understand the difference between worry and anxiety.  I understand the healthy and unhealthy impacts of worry and anxieties.  I understand the physical feelings that may come		1 .	Red: a crayons story	relationships?
	children will understand that different people have different safe places for different reasons. Children will be able to describe safe and unsafe places, and be able to describe their own safe place, including why it is	offline activities can	I know that being active for an hour every day is good for my body. I understand that exercise is good for my body. I can be active every day at	anxiety?  I can identify the different zones of regulation I am in.  I understand the difference between worry and anxiety.  I understand the healthy and unhealthy impacts of worry and anxieties.  I understand the physical feelings that may come with worry and anxiety.		1 .	Red: a crayons story	relationships?
	Children will understand that different people have different safe places for different reasons. Children will be able to describe safe and unsafe places, and be able to describe their own safe place,	offline activities can	I know that being active for an hour every day is good for my body. I understand that exercise is good for my body. I can be active every day at	anxiety?  I can identify the different zones of regulation I am in.  I understand the difference between worry and anxiety. I understand the healthy and unhealthy impacts of worry and anxieties. I understand the physical feelings that may come with worry and anxiety. I understand how to break		1 .	Red: a crayons story	relationships?
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	Children will understand that different people have different safe places for different reasons. Children will be able to describe safe and unsafe places, and be able to describe their own safe place, including why it is their safe place.  Assertiveness	offline activities can affect our well-being  How do you decide	I know that being active for an hour every day is good for my body. I understand that exercise is good for my body. I can be active every day at playtime and lunchtime.  What is good sleep	anxiety?  I can identify the different zones of regulation I am in.  I understand the difference between worry and anxiety.  I understand the healthy and unhealthy impacts of worry and anxieties.  I understand the physical feelings that may come with worry and anxiety.  I understand how to break down my worries/anxieties into	What are hormones?	1 .	Red: a crayons story Michael Hall	What would be appropriate in
	Children will understand that different people have different safe places for different reasons. Children will be able to describe safe and unsafe places, and be able to describe to describe their own safe place, including why it is their safe place.  Assertiveness To know when to	offline activities can affect our well-being  How do you decide what is appropriate	I know that being active for an hour every day is good for my body. I understand that exercise is good for my body. I can be active every day at playtime and lunchtime.	anxiety?  I can identify the different zones of regulation I am in.  I understand the difference between worry and anxiety. I understand the healthy and unhealthy impacts of worry and anxieties. I understand the physical feelings that may come with worry and anxiety. I understand how to break down my worries/anxieties into different steps to	What are hormones?	1 .	Red: a crayons story Michael Hall  Disability	What would be appropriate in different relationships?
	Children will understand that different people have different safe places for different reasons. Children will be able to describe safe and unsafe places, and be able to describe to describe their own safe place, including why it is their safe place.  Assertiveness To know when to be assertive	offline activities can affect our well-being  How do you decide	I know that being active for an hour every day is good for my body. I understand that exercise is good for my body. I can be active every day at playtime and lunchtime.  What is good sleep hygiene?	anxiety?  I can identify the different zones of regulation I am in.  I understand the difference between worry and anxiety. I understand the healthy and unhealthy impacts of worry and anxieties. I understand the physical feelings that may come with worry and anxiety. I understand how to break down my worries/anxieties into different steps to regulating.	What are hormones?	1 .	Red: a crayons story Michael Hall  Disability Emmanuel's Dream: The	What would be appropriate in different relationships? This is taught so children have
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	Children will understand that different people have different safe places for different reasons. Children will be able to describe safe and unsafe places, and be able to describe their own safe place, including why it is their safe place.  Assertiveness To know when to be assertive Dogs Don't Do Ballet	offline activities can affect our well-being  How do you decide what is appropriate	I know that being active for an hour every day is good for my body. I understand that exercise is good for my body. I can be active every day at playtime and lunchtime.  What is good sleep hygiene?  -I know that a good routine before bed will help me get	anxiety?  I can identify the different zones of regulation I am in.  I understand the difference between worry and anxiety. I understand the healthy and unhealthy impacts of worry and anxieties. I understand the physical feelings that may come with worry and anxiety. I understand how to break down my worries/anxieties into different steps to regulating. I have learnt different breathing strategies such	What are hormones?	1 .	Red: a crayons story Michael Hall  Disability Emmanuel's Dream: The	What would be appropriate in different relationships? This is taught so children have strategies to deal with behaviour on and offline that
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	Children will understand that different people have different safe places for different reasons. Children will be able to describe safe and unsafe places, and be able to describe their own safe place, including why it is their safe place.  Assertiveness To know when to be assertive Dogs Don't Do Ballet	offline activities can affect our well-being  How do you decide what is appropriate	I know that being active for an hour every day is good for my body. I understand that exercise is good for my body. I can be active every day at playtime and lunchtime.  What is good sleep hygiene?  -I know that a good routine before bed will help me get a good amount of sleep in	anxiety?  I can identify the different zones of regulation I am in.  I understand the difference between worry and anxiety. I understand the healthy and unhealthy impacts of worry and anxieties. I understand the physical feelings that may come with worry and anxiety. I understand how to break down my worries/anxieties into different steps to regulating. I have learnt different breathing strategies such	What are hormones?	1 .	Red: a crayons story Michael Hall  Disability Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah	What would be appropriate in different relationships? This is taught so children have strategies to deal with behaviour on and offline that
	Children will understand that different people have different safe places for different reasons. Children will be able to describe safe and unsafe places, and be able to describe their own safe place, including why it is their safe place.  Assertiveness To know when to be assertive Dogs Don't Do Ballet Anna Kemp and SAara Ogilvie	offline activities can affect our well-being  How do you decide what is appropriate	I know that being active for an hour every day is good for my body. I understand that exercise is good for my body. I can be active every day at playtime and lunchtime.  What is good sleep hygiene?  -I know that a good routine before bed will help me get a good amount of sleep in	anxiety?  I can identify the different zones of regulation I am in.  I understand the difference between worry and anxiety. I understand the healthy and unhealthy impacts of worry and anxieties. I understand the physical feelings that may come with worry and anxiety. I understand how to break down my worries/anxieties into different steps to regulating. I have learnt different breathing strategies such as 5 finger breathing,	What are hormones?	1 .	Red: a crayons story Michael Hall  Disability Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah	What would be appropriate in different relationships? This is taught so children have strategies to deal with behaviour on and offline that they feel inappropriate, who to
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	Children will understand that different people have different safe places for different reasons. Children will be able to describe safe and unsafe places, and be able to describe their own safe place, including why it is their safe place.  Assertiveness To know when to be assertive Dogs Don't Do Ballet Anna Kemp and SAara Ogilvie Children will know examples of situations when	offline activities can affect our well-being  How do you decide what is appropriate	I know that being active for an hour every day is good for my body. I understand that exercise is good for my body. I can be active every day at playtime and lunchtime.  What is good sleep hygiene?  -I know that a good routine before bed will help me get a good amount of sleep in order to be energetic and productive the next dayI understand I have a responsibility to get	anxiety?  I can identify the different zones of regulation I am in.  I understand the difference between worry and anxiety. I understand the healthy and unhealthy impacts of worry and anxieties. I understand the physical feelings that may come with worry and anxiety. I understand how to break down my worries/anxieties into different steps to regulating. I have learnt different breathing strategies such as 5 finger breathing, figure of 8 breathing, hexagonal breathing I can identify how I feel and take steps to help	What are hormones?	1 .	Red: a crayons story Michael Hall  Disability Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah	What would be appropriate in different relationships? This is taught so children have strategies to deal with behaviour on and offline that they feel inappropriate, who to
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	Children will understand that different people have different safe places for different reasons. Children will be able to describe safe and unsafe places, and be able to describe their own safe place, including why it is their safe place.  Assertiveness To know when to be assertive Dogs Don't Do Ballet Anna Kemp and SAara Ogilvie Children will know examples of situations when they could step in (e.g. children	offline activities can affect our well-being  How do you decide what is appropriate	I know that being active for an hour every day is good for my body. I understand that exercise is good for my body. I can be active every day at playtime and lunchtime.  What is good sleep hygiene?  -I know that a good routine before bed will help me get a good amount of sleep in order to be energetic and productive the next dayI understand I have a responsibility to get enough sleep, following my healthy routine, in	anxiety?  I can identify the different zones of regulation I am in.  I understand the difference between worry and anxiety. I understand the healthy and unhealthy impacts of worry and anxieties. I understand the physical feelings that may come with worry and anxiety. I understand how to break down my worries/anxieties into different steps to regulating. I have learnt different breathing strategies such as 5 finger breathing, figure of 8 breathing, hexagonal breathing I can identify how I feel and take steps to help myself sort this out. I know which strategies I	What are hormones?	1 .	Red: a crayons story Michael Hall  Disability Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah	What would be appropriate in different relationships? This is taught so children have strategies to deal with behaviour on and offline that they feel inappropriate, who to
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	dangerous game at the park) and what to say in order to intervene while keeping themselves safe. Children will know that they should always report a dangerous situation to a trusted adult.  To ask questions The Flower John Light Children will know how to ask questions of people, while being respectful.	What does bias mean?  Echo chambers — what are they?  Understand copyright and that it can be illegal.  People aren't always who they say they are.  Recognising suspicious messages and what to do.	-I can suggest strategies to help me unwind before bed.	I understand that different people will worry about different things.  I have started to empathise with others and help others to regulate their emotions.  I know how to identify my emotions and explain my emotions more clearly.  VOCAB: anxiety, worry, empathy, sympathy, physical symptoms	What might it be like as a teenager?		Gender Chn learn about the differences and inequalities between men and women in the Tudor period and compare to present day perceptions  Sexual orientation  Marriage/civil partnership To understand why people choose to get married King and King Linda de Hann and Stern Nijland  Race/ethnicity To overcome language as a barrier The Way Back Home Oliver Jeffers  Race/ethnicity The Boy at the Back of the Class Onjali Rauf	
Year 5	Keeping myself	Keeping information safe.  Keeping myself safe	Keeping myself	Keeping myself	Biology		Gender reassignment  Identity, including the	Relationships and family
	safe  How can I be streetwise?	online Secure, strong passwords are	physically healthy  How do I keep healthy and clean as I get older?	mentally healthy  How do I use my emotions to help me?	change through	made, and what	Protected Characteristics What makes my gender?	What are the elements of a stable, loving relationship?
	Children will know how to cross roads and move around the community and beyond safely. Children will be able to recognise unsafe and dangerous scenarios they may find themselves in out in the pub, and what to do if so (seek a safe place). Children will know it is their responsibility to keep themselves safe when crossing roads etc. including	important		I know it can be helpful to have nerves. I can empathise with others and help others to regulate their emotions. I know I can't control a situation but I can control how I react to a certain situation. I understand I can feel more than one emotion at once and why my body might do this. I understand that my emotions can change, but are not always long lasting.	puberty?	made me male or female?		This also includes teaching children about what isn't part of a loving, stable relationship or friendship and revisits the strategies they can use if they encounter behaviour that makes them feel uncomfortable or they know to be inappropriate.

n	not using your						
р	ohone while						
c	crossing the road.						
V	What do you do in	Online adverts and		What are periods?	How do babies	Are men and women equal?	
а	an emergency	understanding how			grow in the womb?	•	
s	situation?	money is made online					
c	Children will know	,					
	what to do to call						
	999 in an						
	emergency						
	situation and which						
	scenarios it is the						
	right thing to do.						
	lustify my actions	Become digitally			What are the	What image do I need to be	
	Rose Blanche	literate and analyse			different stages of		Where the Poppies Now Grow
	an McKewan and	content			pregnancy?	etc.	Hilary Robinson and Martin
R	Roberto Innocenti						Impey
C	Children will know						
ti	that the age of						
	criminal						
	responsibility is 10						
	ears old.						
1	,	How echo chambers				In Upper Key Stage Two,	
		affect the views and				children further their	
		opinions we see				knowledge of the protected	
<u> </u>	D	-					
	Recognise when	Understand the				characteristics. We ensure	
	someone needs	dangers and signs of				that every child knows and	
	nelp	strangers online				understands the protected	
	How to heal a	Understand it is easy				characteristics with	
	oroken wing	to edit images and				appropriate and relevant	
В	Bob Graham	'Fake News				examples of each within the	
V	What do you do in	Understand in-app				curriculum.	
		purchases and what					
Si	situation?	to look for				Age	
		Understand social				How does a human grow	
l w	what to do to call	madia anviety				old?	
9						The 1,000 year old boy by	
	emergency	Body image and self-				Ross Welford	
	situation and which	esteem				The Gift by Carol Ann Duffy	
		Understand that					
	scenarios it is the	online stereotypes				Disability The Landon Fire Minters have	
rı	right thing to do.	can influence us				The London Eye Mystery by	
		Understand why we				Siobhan Down How might	
		have PEGI ratings				someone with autism	
		We have control and				experience the world?	
		consent of our online					
		and offline world				Freedom of expression	
	•					The Artist Who Painted a	
		Understand attention				Blue Horse	
		can be healthy and				Eric Carle	
		unhealthy					
						Sexual orientation	
						Children learn about the	
						1965 Race Relations Act and	
						1975 Sex Discrimination Act.	
						What impact have they had	
						on the UK?	
						Gender	
						Children learn about the	
						journey to universal suffrage	
						in the UK and compare this to	
						around the world.	

							Individual expression and diversity  To accept people who are different from me And Tango Makes Three Justin Richrdson and Peter Parnell  Pregnancy/maternity Chn learn about the rights of parents when learning about the life cycle of humans. Race/ethnicity What were Victorian perceptions of different races and ethnic groups? Rosa by Lisbeth Kaiser Noughts and Crosses by Malorie Blackman	
Year 6	Keeping myself safe  Am I making a good choice – antisocial behaviour?  Through Crucial Crew, children will know what antisocial behaviour is and the age of criminal responsibility.  Understand how anti-social behaviour impacts others and why it is inappropriate  Describe what the criminal implications could be.	Keeping myself safe online Is there a digital '5 a day'?	Keeping myself physically healthy  -Children know the dangers of smoking and the effects on my bodyChildren understand what might happen if I smoke and the effects it will have on my bodyChildren can make an informed choice about smoking.	Keeping myself mentally healthy  How do I cope with my own feelings and image? Refining the points from Year 4/5:  - about having more independence in using strategies to help me.  - can recognise when someone else is in a different zone and how to help them.  - Understanding more subtle cues in others' emotions and how to respond to them.  I understand how social media can contribute to my feelings and image I understand the impact of comparing myself to others.  I understand what self-esteem is. I understand what can impact my self-esteem I understand what can impact my self-esteem (social media, celebrities, media, peers, appearance, TV). I understand there is a whole spectrum of emotions.	What are the emotional changes that take place through puberty?	What are the emotional changes that take place through puberty?	Identity, including the Protected Characteristics  In Upper Key Stage Two, children further their knowledge of the protected characteristics. We ensure that every child knows and understands the protected characteristics with appropriate and relevant examples of each within the curriculum.	What is consent and why is it essential? This includes revisiting strategies that children have learnt to use if they encounter inappropriate behaviour from people they know as well as people they don't, both online and offline.  What should I do when I come into conflict with my family?

VOCAB: self-esteem,	
influence, image, impact	
Why is having a Understanding how What is DNA? Disability	
	io
big used, and how Ts	
responsibility? and Cs do	
Children will	
know what a	
baby needs to	
survive and	
thrive.	
Understand how	
having a baby can	
impact your life.	
impact your me.	
How on take Hadaystand things	
How can I take Understand things How have we Religion/belief on more can be misleading evolved over time? How can we make SI	a official a
Tesponsioner, and animased,	ce and
Ciniaren win perspective is	
know what it needed different to parents Letters from the life	ahthouse
means to take on by Emma Carroll	grimouse
responsibilities Love, Hate and oth	er filters
and that there by Samira Ahmed	er ymers
are different /	
types of	
responsibilities.	
Understand how	
taking on	
responsibilities is	
an important	
commitment and	
that one needs to	
be well-placed	
and prepared to	
take on	
responsibilities.	
Make decisions	
about which	
responsibilities I	
take on and show	
commitment to	
the	
responsibilities	
that I have.	
What are safe	
and unsafe	
drugs?	

		T			
Children will					
know the					
difference					
between safe and					
unsafe drugs.					
Know that all					
medicines are					
drugs but not all					
drugs are					
medicines.					
Understand the					
potential dangers					
of unsafe drugs					
and the impact					
they could have.					
Understand that					
not all drugs are					
bad and that					
some are needed					
to help your body					
physically or					
mentally.					
Name a range of					
over-the-counter					
medicines and					
class A, B and C					
drugs.					
J					
	How can we verify			How is sex and gender	
	online information?			portrayed in the media?	
				,	
	Protecting our			To promote diversity	
	identity including			My Princess Boy	
	sensitive			Cheryl Kilodavis and Suzanne	
	information such as			DeSimone	
	opinions and				
	emotions				
	CITIOLIOTIS				

	Understan	nd some			Gender	
	people's b				How does the Totley Primary	
	is different				School community perceive	
	and how to				gender? – chn undertake a	
		o deal			school community survey	
	with it				about perceptions of gender.	
					and a cope	
	I lie de netero	di-l			Council aniquetation	_
	Understan				Sexual orientation	
	media anx	iety			How were non-heterosexual	
					people treated in Nazi	
					Germany? How does this	
					compare to modern day?	
	Protecting	the			Race/ethnicity	
	images of	us online			Still I Rise by Maya Angelou	
	inages or					
	Body image	and solf			Condor roccionment	
		aliu Sell-			Gender reassignment What does it mean to be	
	esteem					
					trans?	
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Re	Recognise accurate		To stand up to	
	and inaccurate health		discrimination	
int	nformation		The Whisperer	
			Nick Butterworth	