

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

	<p>strangers they can trust.</p> <p><b>Who helps to keep me safe?</b> Children will be able to name adults their life that they trust to keep them safe. Children will be able to give examples of how adults in their life keep them safe (focus on teachers, family and key workers). Include road safety.</p> <p><b>What is a healthy amount of screen time?</b> Children will know what activities they do that are classed as screen time. Children will be able to talk about what too much screen time could mean, and give examples of an evening of activities that shows a healthy balance of screen and off-screen time.</p>						<p><b>Gender reassignment</b> Jamie Olly Pike (access on YouTube)</p> <p>What makes a good friend? <i>This is taught to specifically include appropriate and inappropriate things that a friend would ask or say at an age-appropriate level.</i> <b>Autumn 1</b> Mr Big Kind The Friendly Day The Bear says thanks</p> <p>Children will know that friendships are a type of relationship. Children can tell you the school's golden rules and begin to explain what they mean. Children can talk about how they can be a good friend and the kind of things they can do to show this ("Stop that I don't like it!"). Children can give examples of the types of behaviours which aren't friendly. Children can put into practise what to do if somebody is not being a good friend.</p>	
Year 1	Keeping myself safe	Keeping myself safe online	Keeping myself physically healthy	Keeping myself mentally healthy	Biology	Identity, including the Protected Characteristics	Relationships and family	
	<p><b>What should I do if I feel unsafe?</b> Children need to know what situations may be unsafe (e.g. losing a grown up at the part or supermarket). Children will know what to say and do to make themselves safe in these situations.</p> <p>Children will be able to describe how to cross a road safely (always with an adult, using a pedestrian crossing wherever possible)</p>	<p>Understand a healthy balance of online and offline activities.</p> <p>What do we do if we feel uncomfortable online?</p>	<p>How can I make sure I keep myself healthy?</p> <p>Y1</p> <ul style="list-style-type: none"> <li>- I know why hygiene is important to keep me healthy and how a balanced diet keeps me healthy.</li> <li>- I understand the consequences of having an unbalanced meal and how keeping my body clean can keep me from being poorly or damaging my body.</li> <li>- I can wash my hands, brush my teeth and make healthy food choices.</li> </ul>	<p><b>How can I tell how others are feeling?</b> <b>What are the zones of regulation?</b> <b>How do I express myself?</b> <b>How can I recognise that I'm feeling sad, happy, excited, nervous...?</b></p> <p><b>I can name the different zones of regulation.</b> <b>I can start to talk about what the emotions are within each zone.</b> <b>I can match emotions to a picture.</b> <b>I can match emotions into colour zone.</b> <b>I can give examples of WHY I feel a certain way.</b></p>	<p>How are boys and girls different?</p>	<p>What are the animal groups?</p>	<p><b>Age</b> Age On Together Stephanie Lowrey-Willson</p> <p><b>Disability</b> Don't call me special Pat Thomas</p> <p><b>Religion/belief</b> Mommy's Khimar Jamilah Thompkins-Bigelow</p>	<p>What are the roles in a family?</p> <p>Children can talk about the different jobs needed to help the house run smoothly. Children understand that families should provide food, shelter, safety and love. They understand their role in the family and how they can help.</p> <p>Are all families the same?</p> <p>Children can identify that families are a type of relationship which should make all members feel safe and loved. Children are able to say what makes their family special.</p>

	and knowing to stop, look and listen when crossing a road in a safely chosen place when a crossing isn't available).			<b>I can identify the zone I am currently in.</b> <b>VOCAB: Happy, sad, angry, excited, giddy, worried, tired</b>				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.
	<b>How can I keep myself safe at home?</b> 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.	Communicating online and offline with people What do we do if we feel uncomfortable online? How to choose what to do and what not to do online What makes a good friend online and offline?				How are different animals born and cared for? What are the parts of a plant that help it to survive? What are the names of the body parts? How will my body change as I grow up? (Human life cycle)	<b>Gender</b> William's Doll Charlotte Zolotow <b>Sexual orientation</b> Mommy, Mama and ME Board book Leslea Newman <b>Marriage/civil partnership</b> Donovan's Big Day Leslea Newman <b>Race/ethnicity</b> My Brown Skin Thomishia Booker <b>Gender reassignment</b> I Am Jazz Jazz Jennings	Who are my special friends? Why are they special? <i>This is taught to explicitly include appropriate and inappropriate behaviour in an age-appropriate way.</i>  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	Keeping myself safe	Keeping myself safe online	Keeping myself physically healthy	Keeping myself mentally healthy	Biology	Identity, including the Protected Characteristics	Relationships and family	
	<b>How do I recognise a dangerous situation?</b> 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 rules of road safety and understand	Understand what to do if messages pop up on our devices  How to search safely	What are germs and how do I keep myself hygienic?  -I know germs can make me unwell and how being hygienic can stop germs spreading. I know germs can be spread through air or contact. -I understand that washing my hands regularly, before eating and after using my hands will keep me healthy. -I can wash my hands without being prompted to stop germs spreading. I can be conscientious when I am ill because I know that germs can be spread.	<b>How do I 'self-regulate'?</b>  <b>I know my emotions change and how often they can change.</b> <b>I can use turnaround time appropriately.</b> <b>I can identify strategies that are in school to use.</b> <b>I am starting to develop my ability to use strategies in school.</b> <b>I can identify which zone of regulation I am in.</b> <b>VOCAB: cross, frustrated, disappointed, anxious, giddy, excited</b>	How do different animals care for their young?  What is a life cycle?	<b>Age</b> Miz Berlin Walks Jane Yolen  <b>Disability</b> Just Ask Sonia Sotomayor	What is personal space and why is it important? <i>This is taught to explicitly include being 'overly friendly' and why no is an important word in any friendship.</i>  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? <i>This is taught to explicitly include respecting our friends' right to say no.</i>	

	how important it is to follow these rules when crossing a road.							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.
		Understand anyone can put something online (fake news)					<b>Religion/belief</b> The Proudest Blue Ibtihaj Muhammad LINK WC What is it like to be a Muslim in Sheffield?	What different types of families exist?
		How do we keep our information safe?				<b>Gender</b> My Princess Boy Cheryl Kilodavis		
		Do you need a password in Y2?					<b>Sexual orientation</b> This Day in June Gayle Pitman	Should I be forced to be friends with someone? <i>This is taught at an age-appropriate 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.</i>
		Who can you trust online?					<b>Marriage/civil partnership</b> Stella Brings the Family Miriam Schiffer	How can I tell if people are my true friends? <i>This includes giving children strategies for if a friend asks them to do something they know is wrong or that makes them feel uncomfortable.</i>
		Understand a healthy balance of online and offline activities					<b>Race/ethnicity</b> When Black Lives Matter Maxine Clarke	
		How to choose what to do and what not to do online				LINK: WC Nelson Mandela		
						<b>Gender reassignment</b> Phoenix Goes to School Michelle Finch		
Year 3	Keeping myself safe	Keeping myself safe online	Keeping myself physically healthy	Keeping myself mentally healthy	Biology	Identity, including the Protected Characteristics	Relationships and family	
	<b>What are safe medicines?</b> Children will know that all medicine are drugs and only medications that are given to us by a doctor or trusted adult are safe. Children will know that safe medicines can be taken only according to the packet instructions and only if needed at the time.	<b>What is 'grooming'?</b> 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). Children will be able to identify signs of grooming, which	<b>How do I keep my teeth clean?</b> -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 over.	<b>Is it OK to be scared?</b> 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 scared. I understand people feel differently to others.	<b>What does a baby need to be healthy?</b>	<b>What is the life cycle of a flowering plant (including the parts of a flowering plant)?</b>	<b>Identity and difference</b> To understand how differences can affect someone Oliver Birgitta Sif	<b>What is comfortable for me?</b> 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 describe strategies to manage

<p>Children will understand that taking medicines inappropriately can be dangerous and can cause serious harm. Children will be able to look at a packet of medicine to decode who the medicine is safe for, including the age and dose. Children will understand the best way to store medicines.</p>	<p>could include being promised gifts, money or favours, or being bribed with a threat if they don't do what is being asked. Children will know what to do if they think they may be victim of these things- <b>block, screenshot</b> (if online) or <b>tell</b> what they did and said when they tell a trusted adult. Children will remember this mantra as, '<b>block, shot and tell</b>'.</p>		<p>I understand that sometimes I need to feel scared. I understand that being scared can sometimes keep me safe. I am starting to empathise with someone about their feelings even if mine are different. I know what strategies I can use to help me when I am scared.</p> <p><b>VOCAB:</b> Fight, flight, freeze, safe, unsafe, empathy, symptoms</p>				<p>their own uncomfortable feelings.</p> <p><b>VOCAB:</b> feelings, emotions, comfortable, uncomfortable</p>
<p><b>VOCAB:</b> medicine, prescribed, pharmacy, legal drugs, dangerous, recommended, harmful, storage</p> <p><b>What are safe and unsafe drugs?</b></p>	<p>Understand websites store a lot of our information</p>	<p>What makes a good night's sleep?</p> <p>-I know that sleep is important to let my body rest, repair and recuperate.</p> <p>-I understand that if I don't get a good amount of sleep my body will not be able to function as well the next day.</p> <p>-I can suggest ways to get a good night's sleep.</p>				<p><b>Disability</b> Six Dots: A story of Young Louis Braille Jen Bryant</p>	<p>Why is 'no' an important word in any relationship?</p> <p><i>and that peer pressure is unfair.</i> <i>This is taught to include using and respecting the word no in friendship and family, as well as with people who don't know as well.</i></p>
<p>Children will know that all medicine are drugs, but not all drugs are safe. Children will know that safe drugs include caffeine, which is found in tea, coffee, energy drinks, cola, chocolate etc. but must only be drunk in moderation. Children will know that some drugs are illegal.</p>	<p>How do adverts target us?</p>					<p><b>Religion/belief</b> Yo Soy Muslim: A Father's letter to his daughter Mark Gonzales</p>	<p>What is <i>tolerance</i> and why is it important?</p>
<p><b>VOCAB:</b> safe, unsafe, drugs, legal, illegal, changes, moderation, harmful</p>	<p>Keeping your personal information safe</p>					<p><b>Gender</b> Do boys and girls share the same emotions about the same thing?</p>	<p>What is a same sex relationship?</p>
<p><b>How do I keep myself safe around my community?</b> Children will know potentially unsafe places around where they live as the railway, river, electricity sub-</p>	<p>Understand a healthy balance of online and offline activities can affect our well-being</p>					<p><b>Sexual orientation</b> Pride: The Story of Harvey Milk and the Rainbow Flag Rob Sanders</p>	
<p>Understand websites store a lot of our information</p>	<p>Secure, strong passwords are important.</p>					<p><b>Faith and community</b> To find a solution to a problem Two Monsters David McKee</p>	
	<p>Understand a healthy balance of online and offline activities can affect our well-being</p>					<p><b>Diversity</b> Use strategies to help someone who feels different The Hueys in the New Jumper Oliver Jeffers</p>	
	<p>Understand websites store a lot of our information</p>					<p><b>Discrimination</b> To understand what 'discrimination' means. This is Our House Michael Rosen</p>	
	<p>Understand websites store a lot of our information</p>					<p><b>Inclusivity</b> To learn to be welcoming Beegu</p>	

	<p>stations and the roads.</p> <p>Children will understand how they need to behave around these areas in order to keep themselves safe.</p> <p>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).</p> <p>Children will know water safety techniques as not jumping into open water, and not playing on unsafe river banks.</p> <p>Children will know you can drown in very shallow water.</p>						Alexis Deacon	
Year 4	Keeping myself safe	Keeping myself safe online	Keeping myself physically healthy	Keeping myself mentally healthy	Biology		Identity, including the Protected Characteristics	Relationships and family
	<p><b>Where are my favourite safe places?</b></p> <p>Children will understand that different people have different safe places for different reasons.</p> <p>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.</p>	Understand a healthy balance of online and offline activities can affect our well-being	<p>How do I keep myself fit through exercise?</p> <p>I know that being active for an hour every day is good for my body.</p> <p>I understand that exercise is good for my body.</p> <p>I can be active every day at playtime and lunchtime.</p>	<p><b>What is the difference between worry and anxiety?</b></p> <p><b>I can identify the different zones of regulation I am in.</b></p> <p><b>I understand the difference between worry and anxiety.</b></p> <p><b>I understand the healthy and unhealthy impacts of worry and anxieties.</b></p> <p><b>I understand the physical feelings that may come with worry and anxiety.</b></p> <p><b>I understand how to break down my worries/anxieties into different steps to regulating.</b></p> <p><b>I have learnt different breathing strategies such as 5 finger breathing, figure of 8 breathing, hexagonal breathing...</b></p> <p><b>I can identify how I feel and take steps to help myself sort this out.</b></p> <p><b>I know which strategies I (personally) can use to help me.</b></p>	<p>What is puberty?</p>	<p>What impact will puberty have on me?</p>	<p><b>Individual identity</b></p> <p>Be who you want to be</p> <p>Red: a crayons story</p> <p>Michael Hall</p>	<p>What are the differences in my relationships?</p>
	<p><b>Assertiveness</b></p> <p>To know when to be assertive</p> <p>Dogs Don't Do Ballet</p> <p>Anna Kemp and SAara Ogilvie</p> <p>Children will know examples of situations when they could step in (e.g. children playing an obviously</p>	How do you decide what is appropriate for your age?	<p>What is good sleep hygiene?</p> <p>-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 day.</p> <p>-I understand I have a responsibility to get enough sleep, following my healthy routine, in order to be successful the next day.</p>		<p>What are hormones?</p>		<p><b>Disability</b></p> <p>Emmanuel's Dream: The True Story of Emmanuel Ofose Yeboah</p> <p>Laurie Ann Thompson</p>	<p>What would be appropriate in different relationships?</p> <p><i>This is taught so children have strategies to deal with behaviour on and offline that they feel inappropriate, who to tell and what to do.</i></p>

	<p>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.</p>		-I can suggest strategies to help me unwind before bed.	<p><b>I understand that different people will worry about different things.</b>  <b>I have started to empathise with others and help others to regulate their emotions.</b>  <b>I know how to identify my emotions and explain my emotions more clearly.</b>  <b>VOCAB: anxiety, worry, empathy, sympathy, physical symptoms</b></p>				
	<p><b>To ask questions</b>  The Flower  John Light  Children will know how to ask questions of people, while being respectful.</p>	<p>What does bias mean?</p> <p>Echo chambers – what are they?</p> <p>Understand copyright and that it can be illegal.</p> <p>People aren't always who they say they are.</p> <p>Recognising suspicious messages and what to do.</p> <p>Keeping information safe.</p>			What might it be like as a teenager?		<p><b>Gender</b>  Chn learn about the differences and inequalities between men and women in the Tudor period and compare to present day perceptions</p> <p><b>Sexual orientation</b></p> <p><b>Marriage/civil partnership</b>  To understand why people choose to get married  King and King  Linda de Hann and Stern Nijland</p> <p><b>Race/ethnicity</b>  To overcome language as a barrier  The Way Back Home  Oliver Jeffers</p> <p><b>Race/ethnicity</b>  The Boy at the Back of the Class  Onjali Rauf</p> <p>Gender reassignment</p>	
Year 5	Keeping myself safe	Keeping myself safe online	Keeping myself physically healthy	Keeping myself mentally healthy	Biology		Identity, including the Protected Characteristics	Relationships and family
	<p><b>How can I be streetwise?</b>  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</p>	<p>Secure, strong passwords are important</p>	<p>How do I keep healthy and clean as I get older?</p>	<p><b>How do I use my emotions to help me?</b>  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.</p>	<p>How will boys and girls change through puberty?</p>	<p>How is a baby made, and what made me male or female?</p>	<p>What makes my gender?</p>	<p>What are the elements of a stable, loving relationship?  <i>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.</i></p>

	not using your phone while crossing the road.						
	<b>What do you do in an emergency situation?</b> Children will know what to do to call 999 in an emergency situation and which scenarios it is the right thing to do.	Online adverts and understanding how money is made online			What are periods?	How do babies grow in the womb?	Are men and women equal?
	<b>Justify my actions</b> Rose Blanche Ian Mckewan and Roberto Innocenti Children will know that the age of criminal responsibility is 10 years old.	Become digitally literate and analyse content				What are the different stages of pregnancy?	What image do I need to be liked? Link to social media etc.
		How echo chambers affect the views and opinions we see					<b>To learn from our past</b> Where the Poppies Now Grow Hilary Robinson and Martin Impey
	<b>Recognise when someone needs help</b> How to heal a broken wing Bob Graham	Understand the dangers and signs of strangers online					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 do you do in an emergency situation? Children will know what to do to call 999 in an emergency situation and which scenarios it is the right thing to do.	Understand it is easy to edit images and 'Fake News'					<b>Age</b> How does a human grow old? <i>The 1,000 year old boy</i> by Ross Welford <i>The Gift</i> by Carol Ann Duffy
		Understand in-app purchases and what to look for					<b>Disability</b> <i>The London Eye Mystery</i> by Siobhan Down How might someone with autism experience the world?
		Understand social media anxiety					<b>Freedom of expression</b> The Artist Who Painted a Blue Horse Eric Carle
		Body image and self-esteem					<b>Sexual orientation</b> Children learn about the 1965 Race Relations Act and 1975 Sex Discrimination Act. What impact have they had on the UK?
		Understand that online stereotypes can influence us					<b>Gender</b> Children learn about the journey to universal suffrage in the UK and compare this to around the world.
		Understand why we have PEGI ratings					
		We have control and consent of our online and offline world					
		Understand attention can be healthy and unhealthy					



						<p><b>Individual expression and diversity</b> To accept people who are different from me And Tango Makes Three Justin Richrdson and Peter Parnell</p> <p><b>Pregnancy/maternity</b> Chn learn about the rights of parents when learning about the life cycle of humans.</p> <p><b>Race/ethnicity</b> What were Victorian perceptions of different races and ethnic groups? <i>Rosa</i> by Lisbeth Kaiser <i>Noughts and Crosses</i> by Malorie Blackman</p>		
<b>Year 6</b>	Keeping myself safe	Keeping myself safe online	Keeping myself physically healthy	Keeping myself mentally healthy	Biology		Identity, including the Protected Characteristics	Relationships and family
	<p><b>Am I making a good choice – antisocial behaviour?</b> Through Crucial Crew, children will know what anti-social 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.</p>	Is there a digital '5 a day'?	<p>-Children know the dangers of smoking and the effects on my body. -Children understand what might happen if I smoke and the effects it will have on my body. -Children can make an informed choice about smoking.</p>	<p><b>How do I cope with my own feelings and image? Refining the points from Year 4/5:</b></p> <ul style="list-style-type: none"> <li>- about having more independence in using strategies to help me.</li> <li>- can recognise when someone else is in a different zone and how to help them.</li> <li>- Understanding more subtle cues in others' emotions and how to respond to them.</li> </ul> <p>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 how to build 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.</p>	What are the emotional changes that take place through puberty?	What are the emotional changes that take place through puberty?	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.	<p>What is consent and why is it essential? <i>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.</i></p> <p>What should I do when I come into conflict with my family?</p>

				VOCAB: self-esteem, influence, image, impact			
	<p><b>Why is having a baby known as a big responsibility?</b> Children will know what a baby needs to survive and thrive. Understand how having a baby can impact your life.</p>	<p>Understanding how our information is used, and how Ts and Cs do</p>			<p>What is DNA?</p>	<p><b>Disability</b> <i>Wonder</i> by R J Palacio</p>	
	<p><b>How can I take on more responsibility?</b> Children will know what it means to take on responsibilities and that there 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?</p>	<p>Understand things can be misleading and unbiased; perspective is needed</p>			<p>How have we evolved over time? Evolution. How am I similar and different to parents and siblings?</p>	<p><b>Religion/belief</b> How can we make Sheffield a place of tolerance and respect?  <i>Letters from the lighthouse</i> by Emma Carroll <i>Love, Hate and other filters</i> by Samira Ahmed</p>	

	<p>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.</p>							
		How can we verify online information?					How is sex and gender portrayed in the media?	
		Protecting our identity including sensitive information such as opinions and emotions					<p><b>To promote diversity</b>  My Princess Boy  Cheryl Kilodavis and Suzanne DeSimone</p>	

		Understand some people's behaviour is different online and how to deal with it					<b>Gender</b> How does the Totley Primary School community perceive gender? – can undertake a school community survey about perceptions of gender.	
		Understand social media anxiety					<b>Sexual orientation</b> How were non-heterosexual people treated in Nazi Germany? How does this compare to modern day?	
		Protecting the images of us online					<b>Race/ethnicity</b> <i>Still I Rise</i> by Maya Angelou	
		Body image and self-esteem					<b>Gender reassignment</b> What does it mean to be <i>trans</i> ?	

		Recognise accurate and inaccurate health information					<b>To stand up to discrimination</b> The Whisperer Nick Butterworth	
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