

PSHE Progression Grid

ALL PSHE learning **must** be taught in the context of the real world and the online world

	Health and Well-being - Healthy lifestyles (physical wellbeing)						
	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Know what is meant by being healthy.</p> <p>Recognise how medicines help us to stay healthy.</p> <p>Know why hygiene is important.</p> <p>Identify how they should take care of themselves on a regular basis</p>	<p>Identify which adults they can trust and who can help them (Protective Behaviours)</p>	<p>Identify features of a healthy and unhealthy diet and the impact of tobacco and alcohol.</p> <p>Explain how to maintain good dental hygiene.</p> <p>Describe the benefits of physical activity and the negative impact of a lack of exercise.</p> <p>Describe the impact of poor sleep</p>	<p>Describe how to respond to situations that make them feel uncomfortable. (Protective Behaviours)</p> <p>Identify how to set effective goals and how to respond appropriately to set backs.</p>	<p>Explain how to carry out basic first aid for first aid emergencies, and how and when to seek help from and adult or emergency services.</p>	<p>Describe how they making healthy choices as they grow.</p> <p>Explain the impact of positive and negative choices on the body (science link)</p> <p>Identify the difference between healthy and unhealthy habits.</p> <p>Identify useful strategies to break unhelpful habits and to start new healthy ones.</p>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p>		<p>Identify different jobs that people have in the community and how they help people.</p> <p>Recognise how to respond safely to adults they don't know.</p> <p>Recognise what to do if they feel unsafe or worried and how to ask for support.</p> <p>Identify what to do if someone is hurt and what to do in an emergency.</p> <p>Know what is meant by being healthy.</p>	<p>Identify which kinds of physical contact are acceptable and comfortable or unacceptable and uncomfortable, and how to respond to each.</p> <p>Identify common hazards in the home e.g. medicines, drugs and how to keep themselves safe.</p> <p>Consider when it is appropriate to take a risk and when to say no and seek help.</p> <p>Know its ok to say 'no' this is my body and I do not like what you are doing, and I want you to stop.</p>	<p>Identify features of a healthy and unhealthy diet and the impact of tobacco and alcohol.</p> <p>Explain how to maintain good dental hygiene.</p> <p>Describe the benefits of physical activity and the negative impact of a lack of exercise.</p> <p>Describe the impact of poor sleep.</p>	<p>Identify how to set effective goals and how to respond appropriately to set backs</p>	<p>Explain how to carry out basic first aid for first aid emergencies, and how and when to seek help from and adult or emergency services.</p>	<p>Identify the difference between healthy and unhealthy habits.</p> <p>Identify useful strategies to break unhelpful habits and to start new healthy ones</p> <p>Describe how they are making healthy choices as they grow.</p>
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Health and Well-being – Mental Health

	<u>FS2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>National Curriculum</u>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p>Identify and name feelings and that feelings can change depending on the situation.</p> <p>Identify ways that their feelings can impact their behaviour.</p> <p>Recognise things they can do to help when they have big feelings</p>	<p>Discuss their feelings and views, including their likes and dislikes</p>	<p>Recognise that our feelings can change, and that we can feel emotions with different intensities.</p>	<p>Recognise their early warning signs and how to respond if they are feeling uncomfortable. (Protective Behaviours)</p> <p>Identify stereotypes and how to challenge them.</p> <p>Identify that a range of factors that contribute to identify, including gender and ethnicity.</p> <p>Recognise similarities and differences between people , and the importance of respecting differences.</p>	<p>Identify early warning signs for poor mental health and ways to seek support for this.</p> <p>Understand that mental health issues can affect anyone at different times in their life.</p> <p>Describe the benefits of participating in the community and having positive friendships.</p>	<p>Identify and name feelings and that feelings can change depending on the situation.</p> <p>Identify ways that their feelings can impact their behaviour.</p> <p>Recognise things they can do to help when they have big feelings</p>



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<u>Knowledge</u>		<p>Recognise what to do if they feel unsafe or worried and how to ask for support.</p> <p>Identify how they should take care of themselves on a regular basis.</p>	<p>Identify how their behaviour can impact other people, both in positive and negative ways.</p> <p>Understand how to cooperate and work with others.</p>	<p>Describe how to respond to situations that make them feel uncomfortable.</p>	<p>Explain ways to manage difficult emotions, including anger and grief.</p> <p>Recognise that our feelings can change, and that we can feel emotions with different intensities</p>	<p>Understand that mental health issues can affect anyone at different times in their life.</p>	<p>Identify early warning signs for poor mental health and ways to seek support for this.</p> <p>Understand that mental health issues can affect anyone at different times in their life.</p>

Health and Well-being – Ourselves, Growing and changing							
	<u>FS2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>National Curriculum</u>	<p>Understand some important processes and changes in the natural world around them,</p>	<p>Know the correct names for the main parts of the body, including genitalia</p>	<p>Discuss their feelings and views, including their likes and dislikes</p>		<p>Identify their own personal qualities and strengths and how this contribute to their self-esteem.</p>	<p>Discuss the reproductive system and explain how babies are conceived.</p> <p>Explain how bodies change during puberty, including the importance of personal hygiene.</p>	<p>Understand the importance of consent within relationships and where they can help if they need it.</p> <p>Describe the benefits of participating in the community and having positive friendships.</p>



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<p><u>Knowledge</u></p>		<p>Know the correct names for the main parts of the body, including genitalia.</p> <p>Know that the parts of our body covered by underwear are private</p>	<p>Identify which kinds of physical contact are acceptable and comfortable or unacceptable and uncomfortable, and how to respond to each.</p> <p>Consider when it is appropriate to take a risk and when to say no and seek help.</p> <p>Know its ok to say 'no' this is my body and I do not like what you are doing, and I want you to stop.</p>		<p>Identify their own personal qualities and strengths and how this contribute to their self-esteem.</p>	<p>Explain how bodies change during puberty , including the importance of personal hygiene</p> <p>Discuss the reproductive system and explain how babies are conceived</p>	<p>Identify different types of relationship and understand that all healthy relationships are of equal worth.</p> <p>Understand the importance of consent within relationships and where they can get help if they need it.</p> <p>Identify ways that things in their lives will change as they grow, including their responsibilities and friendships.</p>
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Health and Well-being – keeping safe							
	<u>FS2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>National Curriculum</u>	<p>Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>	<p>Identify different jobs that people have in the community and how they help people</p> <p>Recognise how to respond safely to adults they don't know.</p> <p>Recognise what to do if they feel unsafe or worried and how to ask for support.</p>	<p>Identify common hazards in the home e.g. medicines, drugs and how to keep themselves safe. Consider when it is appropriate to take a risk and when to say no and seek help</p>	<p>Recognise risks in their local community and how to keep safe e.g. roads, railway lines and open water</p> <p>Know how to respond to minor first aid and what do to in an emergency.</p>	<p>Know the role played by the police protecting us from crime.</p> <p>Recognise risks and how to manage them beyond the local community.</p>	<p>Explain how to carry out basic first aid for first aid emergencies, and how and when to seek help from and adult or emergency services.</p>	<p>Explain why FMG is wrong and identify ways to seek support if they are worried.</p> <p>Understand the importance of consent within relationships and where they can get help if they need it.</p> <p>Describe the benefits of participating in the community and having positive friendships.</p>



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<p>Knowledge</p>		<p>Recognise what to do if they feel unsafe or worried and how to ask for support.</p>	<p>Identify common hazards in the home e.g. medicines, drugs and how to keep themselves safe.</p>	<p>Know how to respond to minor first aid and what do to in an emergency.</p> <p>Recognise risks in their local community and how to keep safe.</p>	<p>Recognise risks and how to manage them beyond the local community.</p> <p>Recognise the challenges of peer pressure and how to respond to it.</p> <p>Know the role played by the police in protecting us from crime.</p>	<p>Explain how to carry out basic first aid for first aid emergencies, and how and when to seek help from and adult or emergency services.</p>	<p>Explain why FGM is wrong and identify ways to seek support if they are worried.</p> <p>Identify different types of relationship and understand that all healthy relationships are of equal worth.</p> <p>Understand the importance of consent within relationships and where they can get help if they need it.</p>
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Health and Well-being – drugs, alcohol and tobacco

	<u>FS2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>National Curriculum</u>				Identify features of a healthy and unhealthy diet and the impact of tobacco and alcohol.			Describe ways to seek support if they are worried about drug or alcohol misuse. Explain the difference illegal and legal drugs.
<u>Knowledge</u>				Identify features of a healthy and unhealthy diet and the impact of tobacco and alcohol.			Explain the impact of positive and negative lifestyle choices on the body (science link) Explain the difference between illegal and legal drugs. Name ways to seek support if they are worried about drug or alcohol misuse.



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Relationships- Families and close positive relationships

	<u>FS2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>National Curriculum</u>	Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.	Know there are different people that love and care for them.		Identify the common features of a positive family life within a diverse range of families. Explain what to do if a family relationship is making them feel worried or unsafe.	Identify respectful behaviour in themselves and others.	Identify how to seek help if a friendship is worrying them. Identify differences between online and offline relationships.	Identify different types of relationship and understand that all healthy relationships are of equal worth. Identify ways that things in their lives will change as they grow, including their responsibilities and friendships.



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<p style="text-align: center;"><u>National Curriculum</u></p>	<p>Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>	<p>Identify how families have differences but share common features.</p>	<p>Know how to identify if they are feeling lonely</p>	<p>Identify why friendships are important and ways they can be a good friend.</p> <p>Identify how to maintain friendships appropriate ways to resolve issues in a friendship.</p> <p>Recognise good strategies for dealing with disagreements and arguments with their peers.</p>	<p>Identify respectful behaviour in themselves and others.</p>	<p>Identify how to seek help if a friendship is worrying them.</p> <p>Identify differences between online and offline relationships.</p>	<p>Identify different types of relationship and understand that all healthy relationships are of equal worth.</p> <p>Identify ways that things in their lives will change as they grow, including their responsibilities and friendships.</p> <p>Identify ways of resisting negative peer pressure.</p>
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<p>Knowledge</p>		<p>Identify similarities and differences with others and what they share in common</p>	<p>Identify and name feelings and that feelings can change depending on the situation.</p> <p>Identify ways that their feelings can impact their behaviour.</p> <p>Recognise things they can do to help when they have big feelings.</p> <p>Discuss their feelings and views, including their likes and dislikes.</p>	<p>Identify why friendships are important and ways they can be a good friend.</p> <p>Identify how to maintain friendships appropriate ways to resolve issues in a friendship.</p> <p>Recognise good strategies for dealing with disagreements and arguments with their peers.</p>	<p>Identify respectful behaviour in themselves and others.</p> <p>Identify the negative consequences of bullying.</p> <p>Recognise the challenges of peer pressure and how to respond to it.</p>	<p>Know how to seek help if a friendship is worrying them.</p>	<p>Describe the benefits of participating in the community and having positive friendships.</p> <p>Identify ways that things in their lives will change as they grow, including their responsibilities and friendships.</p>
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Relationships- Managing hurtful behaviour and bullying

	<u>FS2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>National Curriculum</u>				<p>Identify respectful behaviour in themselves and others.</p> <p>Identify the importance of inclusion and why discrimination is wrong.</p> <p>Identify the negative consequences of bullying.</p> <p>Understand that with rights come responsibilities.</p>	<p>Identify differences between online and offline relationships.</p> <p>Identify what information is safe and appropriate to share online.</p>	<p>Consider the feelings and views of both the bully and victim when thinking about bullying.</p>	<p>Identify respectful behaviour in themselves and others.</p> <p>Identify the importance of inclusion and why discrimination is wrong.</p> <p>Identify the negative consequences of bullying.</p> <p>Understand that with rights come responsibilities.</p>



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<p>Knowledge</p>				<p>Identify why friendships are important and ways they can be a good friend.</p> <p>Identify how to maintain friendships appropriate ways to resolve issues in a friendship.</p> <p>Recognise good strategies for dealing with disagreements and arguments with their peers.</p>	<p>Explain the difference between rights and responsibilities. Identify the importance of inclusion and why discrimination is wrong.</p> <p>Identify respectful behaviour in themselves and others.</p> <p>Identify the negative consequences of bullying.</p> <p>Recognise the challenges of peer pressure and how to respond to it.</p>	<p>To think of the feelings and views of both the bully and victim when thinking about bullying.</p>	<p>Consider the feelings and views of both the bully and victim when thinking about bullying.</p> <p>Identify ways of resisting negative peer pressure.</p>
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Relationships- Safe Relationships							
	<u>FS2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>National Curriculum</u>	Form positive attachments to adults and friendships with peers;	Know that the parts of our body covered by underwear are private	Identify which kinds of physical contact are acceptable and comfortable or unacceptable and uncomfortable, and how to respond to each. Recognise that it's OK to tell if someone is being harmed.	Recognise when it is good or ok to keep a secret and when it is not. Know the difference between good and bad secrets.	Understand that with rights come responsibilities.	Identify how to seek help if a friendship is worrying them. Identify differences between online and offline relationships. Identify what information is safe and appropriate to share online.	Identify ways that things in their lives will change as they grow, including their responsibilities and friendships.



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<p>Knowledge</p>		<p>Know the correct names for the main parts of the body, including genitalia.</p> <p>Know that the parts of our body covered by underwear are private</p>	<p>Identify which kinds of physical contact are acceptable and comfortable or unacceptable and uncomfortable, and how to respond to each.</p> <p>Consider when it is appropriate to take a risk and when to say no and seek help.</p> <p>Know its ok to say 'no' this is my body and I do not like what you are doing, and I want you to stop.</p> <p>Recognise that it's OK to tell if someone is being harmed.</p>	<p>Know the difference between good and bad secrets.</p> <p>Recognise when it is good or ok to keep a secret and when it is not.</p>	<p>Identify their own personal qualities and strengths and how this contribute to their self esteem</p> <p>Identify how to set effective goals and how to respond appropriately to set backs</p>	<p>To identify how to seek help if a friendship is worrying them.</p> <p>To identify differences between online and offline relationships.</p> <p>To identify what information is safe and appropriate to share online.</p>	<p>To identify ways that things in their lives will change as they grow, including their responsibilities and friendships.</p>
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Living in the wider world- shared responsibilities

	<u>FS2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>National Curriculum</u>	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly.	Identify their responsibilities in the classroom. Recognise kind and unkind behaviour and how this impact upon others.			Explain the ways that their choices can impact the world around them.		Recognise sensible choices about what should be shared in the online world.
<u>Knowledge</u>		Identify their responsibilities in the classroom. Recognise kind and unkind behaviour and how this impact upon others.			Identify how to set effective goals and how to respond appropriately to set backs Explain the difference between rights and responsibilities.		Identify the risks and negative consequences associated with knife crime. Recognise the ways media and online experiences can have an impact on their own thoughts and actions and those of others.

Living in the wider world- communities							
	<u>FS2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>National Curriculum</u>	Talk about the lives of the people around them and their roles in society;	Understand that people's needs change as they grow older. Identify the different groups they belong to	Identify the similarities and differences between people and give some examples in which people can be similar or different.	Recognise different groups make diverse make diverse communities and that differences should be respected and valued	Discuss topical issues, sharing their viewpoint and listening to that of others.	Recognise similarities and differences between people	Identify similarities and differences between their primary and secondary school.



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p>		<p>Recognise their strengths and talents and these may be different to someone else</p> <p>Identify similarities and differences with others and what they share in common</p> <p>Understand that people and animals need to be looked after.</p>	<p>Identify the similarities and differences between people and give some examples of the ways in which people can be similar or different.</p> <p>Children understand and celebrate differences.</p>	<p>Recognise different groups make diverse communities; differences should be respected and valued</p>	<p>Explain the ways that their choices can impact the world around them</p> <p>Discuss topical issues, sharing their viewpoint and listening to that of others</p>	<p>Recognise similarities and differences between people, and the importance of respecting differences</p> <p>Identify that a range of factors that contribute to identity, including gender and ethnicity</p> <p>Identify stereotypes and how to challenge them</p>	<p>Identify the risks and negative consequences associated with knife crime.</p> <p>Identify similarities and differences between their primary and secondary school.</p> <p>Identify positive strategies to help them manage that change.</p>
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Living in the wider world- Economic wellbeing: Money and Aspirations, work and career							
	<u>FS2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>National Curriculum</u>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Know what money is and that we can obtain money in different ways. Identify ways of keeping money safe. Identify the difference between needs and wants</p>	<p>Identify why it is important to look after money and ways that they can do this.</p>			<p>Begin to identify their own interests and aspirations for their own career.</p> <p>Know that different jobs require different skills, qualifications and interests.</p>	



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<p>Knowledge</p>		<p>Know what money is and that we can obtain money in different ways.</p> <p>Identify the difference between needs and wants.</p> <p>Identify ways of keeping money safe.</p>	<p>Recognise that people have different strengths and set themselves goals.</p> <p>Identify why it is important to look after money and ways that they can do this.</p>			<p>Know that different jobs require different skills, qualifications and interests</p> <p>Begin to identify their own interests and aspirations for their own career</p>	
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Living in the wider world- Media literacy & digital resilience
Online Safety

	<u>FS2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>National Curriculum</u>		Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Recognise sensible choices about what should be shared in the online world. Recognise the ways media and online experiences can have an impact on their own thoughts and actions and those others.
Areas of Online Safety and knowledge Purple is linked to	FS2	Y1	Y2	Y3	Y4	Y5	Y6



Purple Mash units							
Managing online relationships		<p>I know how to respond safely to adults they don't know both online and offline</p> <p>I know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard both online and offline</p> <p>I know who can help them in different places</p>	<p>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). (2.2)</p> <p>I know how people behave when they are being friendly and what makes a good friend both online and offline</p> <p>I know how to ask for help if a friendship is making them unhappy both</p>	<p>I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain what is meant by 'trusting someone online', why this is</p>	<p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. (4.2)</p> <p>I can describe how to respond to situations that make them feel uncomfortable, including online – EHW 1</p>	<p>I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs). – Year 3</p> <p>I know how someone online differs from knowing someone face-to-face</p> <p>I know how to recognise risk in relation to friendships and keeping safe, including online</p> <p>I know about the types of content (including images) that is safe to share online;</p> <p>I know ways of seeking and giving consent before images or personal information is shared with friends or family</p>	<p>I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images/nudes), even if they say it is okay, may have an impact for the sharer and others; and who can help. (6.2/6.4)</p>



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		<p>(including online) and situations; how to attract someone's attention or ask for help; what to say – EHW -1</p>	<p>online and offline Relationships 2</p>	<p>different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos (3.5, 3.2)</p> <p>I know when they should keep secrets and promises, and when they should tell somebody about them, including online examples. EHW 1</p>		<p>I know how to respond if a friendship is making them feel worried, unsafe or uncomfortable, including online</p> <p>I know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety, including online. Relationships 1</p>	<p>I can evaluate what they see online to identify reliable and unreliable information.</p>
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				<p>I can recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support, including online. Relationships 1</p>			
<p>Self-image and identify</p>		<p>I know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard both online and offline</p>	<p>I can explain how other people may look and act differently online and offline. (2.2)</p> <p>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. (2.2)</p>		<p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. (4.2)</p>	<p>I can explain how identity online can be copied, modified or altered. (5.2)</p>	<p>I can describe issues online that might make me, or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. I can explain why I should keep asking until I get the help I need. (6.2)</p>



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<p>Online reputation</p>		<p>I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first. (1.1)</p>	<p>I can explain how information put online about me can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect. (2.2)</p>	<p>I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. (3.2)</p> <p>I know I should not before sharing anything personal. Reflecting upon year 2 computing scheme of work online safety unit (2.2) where the focus was digital footprint.</p> <p>I can explain who someone can ask if they are unsure about putting something online. (3.2)</p>		<p>I can search for information about an individual online summarise the information found. I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.(6.2)</p>	<p>I can explain the ways in which anyone can develop a positive online reputation. (6.2)</p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity (6.2)</p>
<p>Online bullying</p>		<p>I can discuss how am similar or different to others, and what I have in common including</p>	<p>I can explain why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable, including online</p>	<p>I can describe feelings when disagreements and conflict occur, including online. Relationships 1</p>		<p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access</p>	



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		<p>online examples e.g. liking different things online, having different preferences around what is shared about them</p> <p>– Relationships 1</p>	<p>I know how to respond if this happens in different situations, including online Relationships 1</p>			<p>support both in school and at home about online bullying. (5.2)</p> <p>I can explain how to block abusive users. (5.2)</p> <p>I can suggest ways to stop bullying, including online. EHW 1</p>	
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