

PSHE Progression Grid

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

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



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



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



do if they feel b unsafe or worried ir and how to ask for p support. p Identify how they should take care of themselves on a L regular basis. c	Identify how their behaviour can impact other people, both in positive and negative ways. Understand how to cooperate and work with others.	Describe how to respond to situations that make them feel uncomfortable.	Explain ways to manage difficult emotions, including anger and grief. Recognise that our feelings can change, and that we can feel emotions with different intensities	Understand that mental health issues can affect anyone at different times in their life.	Identify early warning signs for poor mental health and ways to seek support for this. Understand that mental health issues can affect anyone at different times in their life.
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			Health and Well-be	ing – Ourselves, Gr	owing and changing	l	
	<u>FS2</u>	Year 1	<u>Year 2</u>	Year 3	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>National Curriculum</u>	Understand some important processes and changes in the natural world around them,	Know the correct names for the main parts of the body, including genitalia	Discuss their feelings and views, including their likes and dislikes		Identify their own personal qualities and strengths and how this contribute to their self-esteem.	Discuss the reproductive system and explain how babies are conceived. Explain how bodies change during puberty, including the importance of personal hygiene.	Understand the importance of consent within relationships and where they can help if they need it. Describe the benefits of participating in the community and having positive friendships.



Identify which Identify their own Explain how bodies Identify different Know the correct names for the main kinds of physical personal qualities change during types of parts of the body, contact are and strengths and puberty , including relationship and including genitalia. acceptable and how this contribute the importance of understand that all comfortable or to their self-esteem. personal hygiene healthy Know that the relationships are of unacceptable and uncomfortable, and parts of our body Discuss the equal worth. covered by how to respond to reproductive underwear are system and explain Understand the each. how babies are private importance of Consider when it is conceived consent within Knowledge appropriate to take relationships and a risk and when to where they can get say no and seek help if they need it. help. Identify ways that things in their lives Know its ok to say will change as they 'no' this is my body grow, including their responsibilities and I do not like and friendships. what you are doing, and I want you to stop.



			Health a	nd Well-being – kee	ping 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>
National Curriculum	Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.	Identify different jobs that people have in the community and how they help people Recognise how to respond safely to adults they don't know. Recognise what to do if they feel unsafe or worried and how to ask for support.	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	Recognise risks in their local community and how to keep safe e.g. roads, railway lines and open water Know how to respond to minor first aid and what do to in an emergency.	Know the role played by the police protecting us from crime. Recognise risks and how to manage them beyond the local community.	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.	Explain why FMG is wrong and identify ways to seek support if they are worried. Understand the importance of consent within relationships and where they can get help if they need it. Describe the benefits of participating in the community and having positive friendships.



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



			Health and Wel	l-being – drugs, alco	hol 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>
National Curriculum				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.
Knowledge				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.



			Relationships- Far	nilies and close pos	itive 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>
	Work and play	Know there are		Identify the	Identify respectful	Identify how to	Identify different
	cooperatively and	different people		common features	behaviour in	seek help if a	types if relationship
	take turns with	that love and care		of a positive family	themselves and	friendship is	and understand
Ц	others; Form	for them.		life within a diverse	others.	worrying them.	that all healthy
urriculum	positive			range of families.			relationships are if
Irric	attachments to			Explain what to do		Identify differences	equal worth.
С	adults and			if a family		between online and	
National	friendships with			relationship is		offline	Identify ways that
Itio	peers; Show			making them feel		relationships.	things in their lives
No	sensitivity to their			worried or unsafe.			will change as they
	own and to others'						grow, including
	needs.						their responsibilities
							and friendships.



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	Identify th	e	Identify the	Identify respectful	Identify differences	Identify ways that
	different g	roups	common features	behaviour in	between online and	things in their lives
	they belon	g to.	of a positive family	themselves and	offline relationships	will change as they
		-	life within a diverse	others.		grow, including
	Know ther	e are	range of families.		Identify what	their responsibilities
	different p	eople			information is safe	and friendships.
	that love of		Explain what to do		and appropriate to	, , , , , , , , , , , , , , , , , , ,
01	for them.		if a family		share online	
dge			relationship is			
Knowledge	Identify ho	w	making them feel		Identify how to	
iou	families ho	ve	worried or unsafe.		seek help if a	
	differences	but	5		friendship is	
	share com	mon			worrying them	
	features.					
	, , , , , , , , , , , , , , , , , , ,					
	Know that	it is				
	important	to share				
	any worrie					
	safe adult.					

	Relationships- friendships						
<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>	



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	Work and play cooperatively and take turns with	Identify how families have differences but	Know how to identify if they are feeling lonely	Identify why friendships are important and	Identify respectful behaviour in themselves and	Identify how to seek help if a friendship is	Identify different types if relationship and understand
	others; Form	share common	Jeening toricity	ways they can be a	others.	worrying them.	that all healthy
	positive	features.		good friend.		5.5	relationships are if
	attachments to	5				Identify differences	equal worth.
E	adults and			Identify how to		between online and	-
Curriculum	friendships with			maintain		offline	Identify ways that
ricu	peers; Show			friendships		relationships.	things in their lives
Cur	sensitivity to their			appropriate ways			will change as they
	own and to others'			to resolve issues in			grow, including
National	needs.			a friendship.			their responsibilities
Nat							and friendships.
				Recognise good			
				strategies for			Identify ways of
				dealing with			resisting negative
				disagreements and			peer pressure.
				arguments with			
				their peers.			



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	Identify similarities	Identify and name	Identify why	Identify respectful	Know how to seek	Describe the
	and differences	feelings and that	friendships are	behaviour in	help if a friendship	benefits of
	with others and	feelings can change	important and	themselves and	is worrying them.	participating in the
	what they share in	depending on the	ways they can be a	others.		community and
	common	situation.	good friend.			having positive
				Identify the		friendships.
		Identify ways that	Identify how to	negative		
		their feelings can	maintain	consequences of		Identify ways that
ge		impact their	friendships	bullying.		things in their lives
Knowledge		behaviour.	appropriate ways			will change as they
NOT			to resolve issues in	Recognise the		grow, including
と		Recognise things	a friendship.	challenges of peer		their responsibilities
		they can do to help		pressure and how		and friendships.
		when they have big	Recognise good	to respond to it.		
		feelings.	strategies for			
			dealing with			
		Discuss their	disagreements and			
		feelings and views,	arguments with			
		including their likes	their peers.			
		and dislikes.				



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



Identify why Explain the To think of the Consider the feelings and views friendships are difference between feelings and views important and rights and of both the bully of both the bully ways they can be a responsibilities. and victim when and victim when Identify the thinking about thinking about good friend. importance of bullying. bulling. inclusion and why Identify how to maintain discrimination is Identify ways of friendships resisting negative wrong. appropriate ways peer pressure. to resolve issues in Identify respectful Knowledge behaviour in a friendship. themselves and Recognise good others. strategies for dealing with Identify the negative disagreements and arguments with consequences of their peers. bullying. Recognise the challenges of peer pressure and how to respond to it.



	Relationships- Safe Relationships										
	<u>FS2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	Year 4	<u>Year 5</u>	<u>Year 6</u>				
National Curriculum	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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parts of the body, including genitalia. comfortable or parts of the body, including genitalia. comfortable or	ys in their change as v, their ilities and
parts of the body, including genitalia.contact are acceptable and comfortable orgood and bad secrets.and strengths and how this contribute to their self esteemfriendship is worrying them.lives will they grow including includingKnow that theunacceptable and unacceptable and to their self esteemTo identifyresponsible	change as v, their ilities and
including genitalia.acceptable and comfortable or unacceptable and comfortable and Recognise when ithow this contribute to their self esteemworrying them.they grow including to their self or responsib	r, their ilities and
comfortable or to their self esteem including Know that the unacceptable and Recognise when it To identify	their ilities and
Know that the unacceptable and Recognise when it To identify responsib	ilities and
parts of our body uncomfortable, and is good or ok to Identify how to set differences between friendship	
	S.
covered by how to respond to keep a secret and effective goals and online and offline	
underwear are each. when it is not. how to respond relationships.	
private appropriately to set	
Consider when it is backs To identify what	
appropriate to take information is safe	
a risk and when to and appropriate to	
왕, say no and seek share online.	
help.	
B, say no and seek share online. B, help.	
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.	
Recognise that it's	
OK to tell if	
someone is being	
harmed.	



			Living in the v	vider world- <mark>share</mark>	<mark>d responsibilities</mark>		
	<u>FS2</u>	<u>Year 1</u>	Year 2	<u>Year 3</u>	Year 4	<u>Year 5</u>	<u>Year 6</u>
National Curriculum	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.
Knowledge		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- co	mmunities		
	<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>
	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	Identify the similarities and differences between people and give some examples in	Recognise different groups make diverse make diverse communities and	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.
National Curriculum		different groups they belong to	which people can be similar or different.	that differences should be respected and valued			



						LACICI
	Recognise their	Identify the	Recognise different	Explain the ways	Recognise	Identify the risks
	strengths and	similarities and	groups make	that their choices	similarities and	and negative
	talents and these	differences between	diverse	can impact the	differences between	consequences
	may be different to	people and give	communities;	world around them	people, and the	associated with
	someone else	some examples of	differences should		importance of	knife crime.
		the ways in which	be respected and	Discuss topical	respecting	-
	Identify similarities	people can be	valued	issues, sharing their	differences	Identify similarities
)	and differences	similar or different.		viewpoint and		and differences
	with others and			listening to that of	Identify that a	between their
	what they share in	Children		others	range of factors	primary and
	common	understand and			that contribute to	secondary school.
		celebrate			identity, including	-
	Understand that	differences.			gender and	Identify positive
	people and animals				ethnicity	strategies to help
	need to be looked					them manage that
	after.				Identify stereotypes	change.
					and how to	
					challenge them	

<u>Knowledge</u>



	Living in the wider world- Economic wellbeing: Money and Aspirations, work and career									
	FS2	Year 1	<u>Year 2</u>	Year 3	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>			
National Curriculum	<u>FS2</u> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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	U		3	Y 1		<u>Year 6</u>			



		v what money Recognise that		Know that different	
		d that we can people have		jobs require	
	obtai	in money in different strengt		different skills,	
	differ	rent ways. and set themselv	es	qualifications and	
al		goals.		interests	
led	Ident	tify the			
Knowledge	differ	rence between 🛛 Identify why it is		Begin to identify	
ا ک	needs	s and wants. important to loo	ર	their own interests	
		after money and		and aspirations for	
	Ident	tify ways of ways that they a	an	their own career	
		ing money do this.			
	safe.				



			Li	ving in the wider world- M	5 5	ilience	EXeter
		Veer 1	Veen 2		ne Safely Voor 4	Veer E	Veen 6
	<u>FS2</u>	<u>Year 1</u>	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		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	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Purple is linked to							



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



		1		=//0/01
(including	online and	different from 'liking	I know how to respond	
online) and	offline	someone online', and	if a friendship is making	I can evaluate what
situations;	Relationships 2	why it is important to	them feel worried,	they see online to
how to		be careful about who to	unsafe or	identify reliable and
attract		trust online including	uncomfortable,	unreliable information.
someone's		what information and	including online	-
attention or		content they are trusted		
ask for help;		with. I can explain why	I know how to ask for	
what to say		someone may change	help or advice and	
– EHW -1		their mind about	respond to pressure,	
		trusting anyone with	inappropriate contact	
		something if they feel	or concerns about	
		nervous, uncomfortable	personal safety,	
		or worried. I can explain	including online.	
		the importance of giving	Relationships 1	
		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)		
		I know when they		
		should keep secrets and		
		promises, and when		
		they should tell		
		somebody about them,		
		including online		
		examples. EHW 1		
				1



			I can recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support, including online. Relationships 1			
Self-image and identify	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	I can explain how other people may look and act differently online and offline. (2.2) 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)		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)	I can explain how identity online can be copied, modified or altered. (5.2)	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)



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



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