Stapeley Broad Lane CE Primary School



3D PSHE Progression

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|  | **Preschool** | **Reception** | **Year 1** | **Year 2** | | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| EYFS Self Confidence and Self awareness  LKS2 Physical, Emotional and Mental UKS2 Health | • Enjoys responsibility of carrying out small tasks  • Talks confidently to other children when playing  • Communicates freely about own home and community  • Shows confidence in asking adults for help  • Welcomes and values praise for what they have done  • Is more outgoing towards unfamiliar people and more con­tent  in new social situations | • Confident to speak to others about own needs, wants, interests and opinions  •Can describe self in positive terms and talk about abilities  • Confident to try new activities  • Says why they like some activities more than others!  • Confident to speak in a familiar group  • Talks about their ideas  • Chooses resources they need for their chosen activities  • Says when they do or don’t need help |  |  | | • To know and understand the difference between the terms physical, emotional and mental  • To become more self-aware  • To understand why setting goals is important |  | • To know about the basic synergy between physical, emotional and mental health  • To know about, recognise and understand changes that occur during puberty  • To understand the importance of making change in adopting a more healthy lifestyle | • To know how to recognise early signs of illness, such as weight loss, or unexplained changes to the body  • To know how and when to seek support including which adults to speak to in school if they are worried  about their health  • To know that it is common for people to experience mental ill health. For many people who do, the  problems can be resolved if the right support is made available, especially if accessed early enough  • To know the facts and science relating to allergies, immunisation and vaccination |
| KS1 Healthy lifestyles  KS2 Nutrition and Food |  |  | • To learn about where vegetables and fruit grow  • To learn to make simple choices that improve their health and well-being e.g. healthy eating  • To understand the need for protein as part of a balanced diet  • To recognise which types of food are healthy  • To apply their knowledge of healthy eating to plan a menu for a themed party  • To make positive real-life choices    • To understand the need for physical activity to keep healthy  • To recognise the benefits of regular exercise and understand the particular benefits of different  physical activities for promoting health | • To understand how muscles work  • To make positive real-life choices  • To understand the importance of physical activity and rest as part of a balanced, healthy lifestyle  • To make positive real-life choices | | • To understand the meaning of the word ‘healthy’  • To know the recommended guidelines for physical activity and understand the reasons for these    • To recognise the need to take responsibility for actions  • To explore the relationship and balance between physical activity and nutrition in achieving a physically and  mentally healthy lifestyle  • Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect  weight, mood and ability to learn  • To know where different foods come from  • To know about and understand the function of different food groups for a balanced diet    • To identify the range of jobs carried out by the people they know  • To reflect on the range of skills needed in different jobs    • To learn to prepare and cook a variety of dishes  • To work co-operatively, showing fairness and consideration to others |  | • To know about the different food groups and their related importance as part of a balanced diet  • To develop an awareness of their own dietary needs  • To work independently and in groups, taking on different roles and collaborating towards common goals  • To take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy  Lifestyle  • To know how to cook and apply the principles of nutrition and healthy eating  • To prepare and cook with a variety of ingredients, using a range of cooking techniques |  |
| Hygiene |  |  | • To learn to eradicate germs and the spread of diseases by washing hands  • To understand how germs spread infections and diseases | • To learn about the importance of effective teeth cleaning and good dental hygiene  • To learn how to take care of teeth, in addition to brushing  • To manage basic personal hygiene  • To find out which foods are good for us  • To understand the importance of a healthy lifestyle, including dental hygiene  • To make simple choices that improve their health and well-being e.g. healthy eating  • To learn about the importance of and reasons for bathing and showering  • To manage basic personal hygiene  • To learn about the importance of and reasons for bathing and showering  • To understand the importance of maintaining personal hygiene | |  |  |  |  |
| Aspirations |  |  |  |  | | • To identify and talk about their own and others’ strengths and weaknesses and how to improve  • To self-assess, understanding how this will help their future actions  • To be able to reflect on past achievements  • To recognise achievements of others as being worthwhile and important  • To begin to set personal goals  • To identify the skills they need to develop to make their contribution in the working world in the future  • To make connections between their learning, the world of work and their future economic wellbeing |  |  | • To identify and talk about their own and others’ strengths and weaknesses and how to improve  • To self-assess, understanding how this will help their future actions  • To be able to reflect on past achievements  • To recognise achievements of others as being worthwhile and important  • To begin to set personal goals  • To identify the skills they need to develop to make their contribution in the working world in the future  • To make connections between their learning, the world of work and their future economic wellbeing |
| Changing and Growing |  |  |  | • To identify and respect similarities and differences between boys and girls  • To learn about the process of growing from young to old  • To learn the names for different parts of the body  • To recognise similarities and differences based on gender  • To recognise and respect similarities and differences between people  • To learn about the physical changes in their bodies as we grow  • To understand emotional changes as they grow up  • To learn about how our needs change and grow as we develop  • To recognise the simple physical changes to their bodies experienced since birth  • To learn to take responsibility for their own actions  • To recognise how their behaviour and that of others may influence people both positively and negatively  • To listen to, reflect on and respect other people’s views and feelings  • To learn about a range of different feelings and emotions  • To recognise, name and manage their feelings in a positive way | | • To understand that the rate at which we grow differs from person to person  • To show awareness of changes that take place as they grow  • To know and understand how to look after our teeth  • To understand what happens when we lose teeth as we grow up and why this happens |  |  |  |
| EYFS Managing feelings and behaviours  KS1&2 Emotions | • Begins to accept the needs of others  Takes turns and shares resources, sometimes with support  • Adapts behaviour to different events, social situations and changes  in routine  • Is aware of own feelings and knows that some actions and words  can hurt others’ feelings  • Can usually tolerate delay when needs are not immediately met,  and understands wishes may not always be met | • Beginning to be able to negotiate and solve problems without aggression  • Talks about how they and others show feelings  • Talks about their own and others’ behaviour and its consequences  • Works as part of a group or class, and understands and follows the rule | • To learn about making positive choices and how they can lead to happiness  • To recognise, name and manage their feelings in a positive way  • To recognise how their behaviour affects other people  • To recognise how their behaviour and that of others may influence people both positively and negatively | • To learn about the importance of love  • To recognise, name and deal with their feelings in a positive way  • To understand and be aware of the different ways to show sadness  • To understand about coping with change and loss  • To understand that all actions have consequences  • To learn to take responsibility for our actions  • To recognise how their behaviour affects other people  • To recognise how their behaviour and that of others may influence people both positively and negatively  • To think about themselves, learn from experiences and recognise what they are good at  • To recognise choices that they can make and value their achievements  • To learn how to set simple goals and targets for themselves | | 1 • To listen to and show consideration for other peoples views  • To empathise with another viewpoint  • To listen to, reflect on and respect other people’s views and feelings | • To develop strategies for managing and controlling strong feelings and emotions  • To understand that family units can be different and can sometimes change  • To know how to judge whether what they are feeling and how they are behaving is appropriate and  Proportionate  • To learn about the importance of self-respect and how this links to their own happiness | • To develop strategies for understanding, managing and controlling strong feelings and emotions and  dealing with negative pressures  • To manage changing emotions and recognise how they can impact on relationships  • To know about and understand the cyclic nature of life and how death is an inevitable part of this cycle  • To understand the need for empathy when peers are experiencing conflict at home |  |
| KS1 Keeping Safe  KS2 Safety |  |  | • To understand the importance of sun safety  • To know how to keep safe in the sun  • To recognise and manage risk in everyday activities  • To learn rules for, and ways of, keeping safe, including basic road safety and about people who can help  them to stay safe  • To develop an awareness of the Green Cross Code  • To demonstrate basic road safety skills  • To learn about the difference between secrets and surprises  • To understand when not to keep adults’ secrets  • To seek help from an appropriate adult when necessary  • To learn about who to go to for help and advice  • To recognise that there are people who care for and look after them  • To know how to keep safe and how and where to get help  • To recognise and respond to issues of safety relating to themselves and others and how to get help  • To learn about the importance of using the internet  • To know how to keep safe and how and where to get help  • To use strategies to stay safe when using ICT and the internet  • To know the importance of self-respect and how this links to their own happiness | • To learn about the importance of medicine safety  • To recognise that some substances can help or harm the body  • To know how to respond safely and appropriately to adults they may encounter (in all contexts,  including online) whom they do not know | | • To know the rules and principles for keeping safe online, how to recognise risks, harmful content and  contact, and how to report them  • To begin to make responsible choices and consider consequences  • To use ICT safely including keeping electronic data secure | • To use ICT safely including using software features and settings  • To know how information and data is shared and used online  • To know that for most people the internet is an integral part of life and has many benefits  • To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic  devices and the impact of positive and negative content online on their own and others’ mental and  physical wellbeing  • To know why social media, some computer games and online gaming, for example, are age restricted  • To know where and how to report concerns and get support with issues online | • To take action based on responsible choices  • To identify the different kinds of risks associated with the use and misuse of a range of substances and the  impact that misuse of substances can have on individuals, their families and friends  • To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and  Drugs  • To take action based on responsible choices  • To identify the different kinds of risks associated with the use and misuse of a range of substances and the  impact that misuse of substances can have on individuals, their families and friends  • To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and  Drugs  • To take action based on responsible choices  • To identify the different kinds of risks associated with the use and misuse of a range of substances and the  impact that misuse of substances can have on individuals, their families and friends  • To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and  Drugs  • To take action based on responsible choices  • To identify the different kinds of risks associated with the use and misuse of a range of substances and the  impact that misuse of substances can have on individuals, their families and friends  • To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and  drugs | • To know how to be a discerning consumer of information online including understanding that information,  including that from search engines, is ranked, selected and targeted |
| First Aid |  |  |  |  | | • To take responsibility for their own safety and the safety of others and be able to seek help in an  emergency | • To know when and how to make an emergency call    • To recognise the importance of local organisations in providing for the needs of the local community  • To behave safely and responsibly in different situations | • To know concepts of basic first-aid, for example dealing with common injuries, including head injuries |  |
| Communication |  |  | • To recognise and communicate feelings to others  • To recognise and communicate feelings to others  • To listen to, reflect on and respect other people’s views and feelings  • To understand that it is important to share their opinions and to be able to explain their views  • To learn to listen to other people and play and work co-operatively  To know the conventions of courtesy and manners | • To recognise the importance of listening to other people  • To understand the importance of being able to work cooperatively  • To understand the concept of negotiation  • To understand the importance of being able to play and work cooperatively  • To work  independently and in groups, taking on different roles and collaborating towards common goals    • To take part in a simple debate about topical issues  • To share opinions and explain their views  • To reflect on the similarities and differences between people | | • To recognise that there are many ways to communicate  • To understand the need to communicate clearly  • To understand why it is important to listen to others | • To talk about their views on issues that affect themselves and their class  • To know how to communicate their opinions in a group  • To listen to and show consideration for other people’s views | • To recognise that there are many different ways to communicate  • To understand the need for confidentiality in certain situations  Lesson 2 Listening  • To know and understand the importance of listening to others  • To understand the role of the listener in any relationship  • To recognise that there are many ways to communicate  • To understand the need to both listen and speak when communicating with others |  |
| Collaboration |  |  |  |  | | • To work co-operatively, showing fairness and consideration to others  • To understand why it is important to work collaboratively  • To take the lead, prioritise actions and work independently and collaboratively towards goals  • To know how to identify ways to improve the environment  • To know how to spot problems and find ways of dealing with them |  | • Understand that there are many situations in which collaboration is necessary  • To understand the need to develop team work skills  • To recognise that there are many roles within a community  • To understand the need to collaborate in a group situation  • To recognise that there are many roles within a community  • To understand the need to collaborate in a group situation |  |
| Bullying |  |  | • To learn about bullies and bullying behavior  • To understand the difference between impulsive and considered behaviour    • To understand that name-calling is hurtful and avoidable  • To recognise how their behaviour affects other people  • To understand what is and what is not bullying behavior  • To understand the difference between impulsive and considered behavior  • To recognise the difference between good and bad choices    • To recognise how their behaviour affects other people  • To recognise how attitude and behaviour, including bullying, may affect others  • To recognise how their behaviour and that of others may influence people both positively and negatively | • To understand who can help if someone is affected by bullying  • To recognise that there are people who care for and look after them  • To consider different types of teasing and bullying, understand that bullying is wrong and know how to get  help to deal with bullying  • To seek help from an appropriate adult when necessary | |  | • To know how to recognise the difference between isolated hostile incidents and bullying  • To recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including  dealing with bullying  • To understand what self-esteem is and why it is important  • To understand the terms ‘resilience’ and ‘persistence’ and why these character traits are important  • To face new challenges positively and know when to seek help  • To know how to recognise bullying behavior  • To recognise right and wrong, what is fair and unfair and explain why  • To understand the nature and consequences of negative behaviours such as bullying, aggressiveness |  |  |
| KS1 Communities  LKS2 Discrimination UKS2 Diversity |  |  |  | • To understand their role in the class community  • To know how to contribute to the life of the classroom  • To understand that they belong to various groups and communities  • To work independently and in groups, taking on different roles and collaborating towards common goals  • To develop a sense of belonging in the wider community  • To understand the role of the local community  • To consider ways of looking after the school or community and how to care for the local environment  • To suggest rules that would improve things for the common good  • To develop a strong relationship with the local community  • To understand the importance of shared responsibility within all communities | |  | • To know and understand the terms ‘discrimination’ and ‘stereotype’  • Challenge stereotypes relating to gender and work | • To understand the benefits of living in a diverse community and learn to celebrate diversity  • To talk with a wide range of adults |  |
| Similarities and Differences |  |  |  |  | |  | • To understand how we are all connected by our similarities  • To recognise and respect similarities and differences between people  • To know and understand how the make-up of family units can differ  • To empathise with another viewpoint  • To understand and appreciate the range of different cultures and religions represented within school  • To learn about the need for tolerance for those of different faiths and beliefs |  | • To learn about racial discrimination and its impact on societies, past and present  • To learn about gender discrimination and its impact  • To challenge stereotyping and discrimination  • To learn about the importance of family in different cultures  • To recognise and respect similarities and differences between people |
| Faireness |  |  | • To learn about others  • To reflect on the similarities and differences between people  • To recognise and respect similarities and differences between people  • To recognise what is kind and unkind behavior  • To understand that family and friends should care for each other  • To recognise how their behaviour and that of others may influence people both positively and negatively | • To recognise what is fair and unfair  • To learn to take part in discussions with the whole class  • To understand that family and friends should care for each other  • To recognise how their  behaviour affects other people  • To recognise  how their behaviour and that of others may influence people both positively and negatively  • To understand the difference between right and wrong  • To recognise right and wrong, what is fair and unfair and explain why  • To learn strategies to cope with unfair teasing  • To understand that there are different types of teasing and bullying  • To consider different types of | |  |  |  |  |
| EYFS – Making Relationships KS1Family and Friends  KS2 Healthy Relationships | • Plays in a group, extending and elaborating play ideas  • Initiates play, offering cues to peers to join in  • Responds to what others say or do and keeps play going  • Demonstrates friendly behaviour, initiating conversations and  forming good relationships with peers and familiar adults | • Initiates conversations, attends to and takes account of what others say  • Explains own knowledge and understanding It’s all about… taking part  • Asks appropriate questions of others  • Takes steps to resolve conflicts with other children by finding compromises  • Plays co-operatively, taking turns with others  • Can describe self in positive terms and talk about abilities  • Confident to try new activities  • Says why they like some activities more than  • Confident to speak in a familiar group  • Talks about their ideas  • Chooses resources they need for their chosen activities  • Says when they do or don’t need help  • Confident to speak to others about own needs, wants, interests and opinions  • Takes account of one another’s ideas about how to organise an activity  • Shows sensitivity to others’ needs and feelings and form positive relationships with adults and other children | • To learn how to develop positive relationships with peers  • To identify different relationships that they have and why these are important  • To understand the importance of making friends  • To identify and respect the differences and similarities between people  • To develop positive relationships through work and play  • To learn about the importance of family  • To recognise that family and friends should care for each other  • To recognise that there are people who care for and look after them    • To identify their special people and what makes them special  • To identify different relationships that they have and why these are important | • To learn about some similarities and differences between people from different countries and the  importance of cross-cultural friendships  To learn about the importance of sharing as part of friendship and kindness  • To recognise the difference between right and wrong and what is fair and unfair  • To learn about the importance of family  • To recognise that family and friends should care for each other  • To recognise that there are people who care for and look after them | |  | • To know and understand the features of a good friend  • To understand why it is important to be positive in relationships with others  • To know how to communicate their opinions in a group setting  • To work co-operatively, showing fairness and consideration to others  • Know and understand the characteristics of friendships, including mutual respect, truthfulness,  trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with  problems and difficulties  • To understand why it is important to be positive in relationships with others  • To know that most friendships have ups and downs, and that these can often be worked through so that the  friendship is repaired or even strengthened, and that resorting to violence is never right  • To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital  context | • To know about and understand the importance of touch in a range of contexts  • To know the difference between appropriate and inappropriate touches  • To know that the same principles apply to online relationships as to face-to-face relationships, including the  importance of respect for others online including when we are anonymous  • To know how to critically consider their online friendships and sources of information including awareness of  the risks associated with people they have never met  • To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment  can take place, which can have a negative impact on mental health | • To know that relationships can change as a result of growing up  • To know that marriage (and civil partnership) represents a formal and legally recognised commitment of  two people to each other which is intended to be lifelong  • To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing |
| Rules and Responsibilities |  |  | • To understand the reason why we have rules  • To learn about rules as expectations  • To understand to agree and follow rules for their group and classroom    • To understand the why we have rules / expectations  • To learn about how they can contribute to the life of the class  • To suggest rules that would improve things for the common good  • To understand why it is important to be able to take turns  • To agree and follow rules for a collaborative game  • To take turns and share as appropriate  • To understand the concept of ‘borrowing’  • To show responsibility to others  • To understanding the importance of sharing  • To know that everyone has a responsibility to consider the needs of others  • To understand that people and other living things have needs and that they have responsibilities to  meet them  • To learn about responsibility to others  • To consider ways of looking after the school or community and how to care for the local environment |  | | • To understand why rules are needed in different situations  • To recognise that rules may need to be changed  • To understand why it is important to plan ahead and think of potential consequences as a result of their  Actions  • To understand why it is important to behave responsibly  • To recognise that actions have consequences |  | • To understand why structure is needed in different situations  • To understand the term ‘anarchy’ and understand the implications of living in an anarchic society  • To know and understand the meaning of the following:- democracy, sovereignty, dictatorship, government,  Monarchy  • To learn about organisations such as the United Nations  • To understand the importance and significance of equal rights |  |
| Money and finances  KS2 Economic Awareness  UKS2 Enterprise |  |  | • To understand where money comes from  • To recognise notes and coins  • To understand the role of money in our society  • To identify the different types of work people do and learn about different places of work  • To recognise where money comes from and the choices people make to spend money on things they want  and need  • To understand why it is important to keep money safe | • To understand the importance of managing money carefully  • To understand that we cannot always afford the items we want to buy  • To understand the importance of choices and spending money wisely    • To gain a basic understanding of enterprise  • To contribute to enterprise activities | |  | • To learn about and reflect on their own spending habits / choices  • To understand why financial management and planning is important from a young age  • To learn about and reflect on their own spending habits / choices  • To understand why financial management and planning is important from a young age |  | • To learn about budgeting and what it means to budget  • To understand why financial management and planning is important from a young age  • To know and understand financial terms such as loan, interest, tax and discount  • To make connections between their learning, the world of work and their future economic wellbeing  • To show initiative and take responsibility for activities that develop enterprise capability  • To know and understand the principles of enterprise  • To understand profit and loss  • To know and understand the principles of charity work |
| Copyright and Ownership |  |  | • I can explain why work I create using technology belongs to me (e.g. ‘It’s my idea’ or ‘I designed it’).  • I can save my work so that others know it belongs to me (e.g. filename, name or content). | • I can describe why other people’s work belongs to them.  • I can recognise that content on the internet may belong to other people. | | • I can explain why copying someone else’s work from the internet without permission can cause problems.  • I can give examples of what those problems might be. | • When searching on the internet for content to use, I can explain why I need to consider who owns it and  whether I have the right to reuse it.  • I can give some simple examples of content which I must not use without permission from the owner, e.g.  videos, music, images | • I can assess and justify when it is acceptable to use the work of others.  • I can give examples of content that is permitted to be reused and know how this content can be found  online. | • I can demonstrate the use of search tools to find and access online content which can be reused by others.  • I can demonstrate how to make references to and acknowledge sources I have used from the internet. |
| Self Image and Identity |  |  | • I can recognise that there are many people online who could make me feel sad, embarrassed or upset.  • If something happens that make me feel sad, worried, uncomfortable or frightened I can give examples of  when and how to speak to an adult I can trust. | • I can explain how other people’s identity online can be different to their identity in real-life.  • I can describe ways in which people might make themselves look different online.  • I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened.  I can give examples of how I might get help. | | • I can explain what is meant by the term ‘identity’.  • I can explain how I can represent myself in different ways online.  • I can explain ways in which and why I might change my identity depending on what I am doing online (e.g.  gaming, using an avatar, social media). | • I can explain how my online identity can be different to my offline identity.  • I can describe positive ways for someone to interact with others online and understand how this will  positively impact on how others perceive them.  • I can explain that others online can pretend to be someone else, including my friends, and can suggest  reasons why they might do this. | • I can explain how identity online can be copied, modified or altered.  • I can demonstrate how to make responsible choices about having an online identity, depending on context. | • I can identify and critically evaluate online content relating to gender, race, religion, disability, culture, and  other groups, and explain why it is important to challenge and reject inappropriate representations online.  • I can describe issues online that could make anyone feel sad, worried, uncomfortable, or frightened. I know  and can give examples of how to get help, both on and offline.  • I can explain the importance of asking until I get the help needed. |
| Managing Online Information |  |  | • I can use the internet to find things out.  • I can use simple keywords in search engines.  • I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes  me feel sad, uncomfortable, worried or frightened. | • I can use keywords in search engines.  • I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back  buttons, links, tabs and sections).  • I can explain what voice activated searching is and how it might be used (e.g. Alexa, Siri, Google Now | | • I can demonstrate how to use key phrases in search engines to gather accurate information online.  • I can explain what autocomplete is and how to choose the best suggestion.  • I can explain the difference between a ‘belief’, ‘an opinion’ and a ‘fact’ and can give examples of how and  where they might be shared online, e.g. in videos, memes, posts, news stories etc.  • I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the  bed).  • I can describe how we can get help from a trusted adult if we see content that makes us feel sad,  uncomfortable, worried or frightened. | • I can analyse information to make a judgement about probable accuracy and I understand why it is  important to make my own decisions regarding content and that my decisions are respected by others.  • I can describe how to search for information within a wide group of technologies and make a judgement  about the probable accuracy (e.g. social media, image sites, video sites).  • I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers;  in-app purchases, pop-ups) and can recognise some of these when they appear online.  • I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or  beliefs true.  • I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe  what the benefits and the risks might be.  • I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and  put them online to pretend something is true when it isn’t. | • I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation  search engines. I can explain how some technology can limit the information I am presented with e.g.  voice-activated searching giving one result.  • I can explain what is meant by ‘being sceptical’; I can give examples of when and why it is important to be  ‘sceptical’.  • I can evaluate digital content and can explain how to make choices about what is trustworthy e.g.  differentiating between adverts and search results.  • I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and  evidence.  • I can identify ways the internet can draw us to information for different agendas, e.g. website notifications,  pop-ups, targeted ads.  • I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g.  by commercial companies or by vloggers, content creators, influencers).  • I can explain what is meant by the term ‘stereotype’, how ‘stereotypes’ are amplified and reinforced online,  and why accepting ‘stereotypes’ may influence how people think about others.  • I can describe how fake news may affect someone’s emotions and behaviour, and explain why this may be  harmful.  • I can explain what is meant by a ‘hoax’. I can explain why someone would need to think carefully before  they share. | • I can explain how search engines work and how results are selected and ranked.  • I can explain how to use search technologies effectively.  • I can describe how some online information can be opinion and can offer examples.  • I can explain how and why some people may present ‘opinions’ as ‘facts’;  why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true,  fair or perhaps even legal.  • I can define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how someone might  encounter these online (e.g. advertising and ‘ad targeting’ and targeting for fake news).  • I can demonstrate how to analyse and evaluate the validity of ‘facts’ and information and I can explain why  using these strategies are important. |
| Privacy and Security |  |  | • I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family’s  name, where I go to school).  • I can explain why I should always ask a trusted adult before I share any information about myself online.  • I can explain how passwords can be used to protect information and devices. | • I can explain what passwords are and can use passwords for my accounts and devices.  • I can explain how many devices in my home could be connected to the internet and can list some of those  devices. | | • I can give reasons why I should only share information with people I choose to and can trust.  • I can explain that if I am not sure or feel pressurised, I should ask a trusted adult.  • I understand and can give reasons why passwords are important.  • I can describe simple strategies for creating and keeping passwords private.  • I can describe how connected devices can collect and share my information with others | • I can describe strategies for keeping personal information private, depending on the context.  • I can explain that internet use is never fully private and is monitored, e.g. adult supervision.  • I can describe how some online services may seek consent to store information about me; I know how to  respond appropriately and who I can ask if I am not sure.  • I know what the digital age of consent is and the impact this has on online services asking for consent | • I can explain how many free apps or services may read and share private information (e.g. friends, contacts,  likes, images, videos, voice, messages, geolocation) with others.  • I can explain what app permissions are and can give some examples.  • I can explain what a strong password is and demonstrate how to create one | • I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in  the browser).  • I can explain what to do if a password is shared, lost or stolen.  • I can describe how and why people should keep their software and apps up to date, e.g. auto updates.  • I can describe simple ways to increase privacy on apps and services that provide privacy settings.  • I can describe ways in which some online content targets people to gain money or information illegally; I can  describe strategies to help me identify such content (e.g. scams, phishing).  • I know that online services have terms and conditions that govern their use |
| Online Relationships |  |  |  | • I can use the internet to communicate with people I don’t know well (e.g. email a pen-pal in another  school / country).  • I can give examples of how I might use technology to communicate with others I don’t know well. | | • I can describe ways in which people who have similar likes and interests can get together online.  • I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak).  • I can explain some risks of communicating online with others I don’t know very well.  • I can explain why I should be careful who I trust online and what information I can trust them with.  • I can explain how my, and other people’s, feelings can be hurt by what is said or written online.  • 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 it means to ‘know someone’ online and why this might be different from knowing some  one in real life.  • I can explain what is meant by ‘trusting someone online.’ I can explain 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 the importance of giving and gaining permission before sharing things online; how the  principles of sharing online are the same as sharing offline e.g. sharing images and videos | • I can describe strategies for safe and fun experiences in a range of online social environments (e.g. live  streaming, gaming platforms).  • 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. | • I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).  • I can explain that there are some people I communicate with online who may want to do me or my friends  harm. I can recognise that this is not my / our fault.  • I can describe some of the ways people may be involved in online communities and describe how they  might collaborate constructively with others and make positive contributions. (e.g. gaming communities or  social media groups).  • I can explain how someone can get help if they are having problems and identify when to tell a trusted  adult.  • I can demonstrate how to support others (including those who are having difficulties) online | • 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), even if  they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried  about this. |
| Online Reputation |  |  |  | • I can explain how information put online about me can last for a long time.  • I know who to talk to if I think someone has made a mistake about putting something online. | | • I can search for information about myself online.  • I can recognise that I need to be careful before I share anything about myself or others online.  • I can give examples of what anyone may or may not be willing to share about themselves online.  • I know who I should ask if I am not sure if I should put something online. | • I can describe how to find out information about others by searching online.  • I can explain ways that some of the information about anyone online could have been created, copied or  shared by others. | • I can search for information about an individual online and 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. | • I can explain the ways in which anyone can develop a positive online reputation.  • I can explain strategies anyone can use to protect their ‘digital personality’ and online reputation, including  degrees of anonymity. |
| Online Bullying |  |  |  | • I can give examples of bullying behaviour and how it could look online.  • I understand how bullying can make someone feel.  • I can talk about how someone can / would get help about being bullied online or offline. | | • I can describe appropriate ways to behave towards other people online and why this is important.  • I can give examples of how bullying behaviour could appear online and how someone can get support | • I can recognise when someone is upset, hurt or angry online.  • I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).  • I can explain why people need to think carefully about how content they post might affect others, their  feelings and how it may affect how others feel about them (their reputation). | • I can recognise online bullying can be different to bullying in the physical world and can describe some of  those differences.  • I can describe how what one person perceives as playful joking and teasing (including ‘banter’) might be  experienced by others as bullying.  • 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 support both in school and at home about  online bullying.  • I can explain how to block abusive users.  • I can describe the helpline services which can help people experiencing bullying, and how to access them  (e.g. Childline or The Mix). | • I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with  others who can help me.  • I can explain how someone would report online bullying in different contexts. |
| Health Well Being and Lifestyle |  |  |  |  | | • I can explain why spending too much time using technology can sometimes have a negative impact on me;  I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films,  video).  • I can explain why some online activities have age restrictions, why it is important to follow them and know  who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable  (e.g. age restricted gaming or websites). | • I can explain how using technology can be a distraction from other things, in both a positive and negative  way.  • I can identify times or situations when someone may need to limit the amount of time they use technology  e.g. I can suggest strategies to help with limiting this time. | • I can describe ways technology can affect health and well-being both positively (e.g. wellbeing apps) and  negatively.  • I can describe some strategies, tips or advice to promote health and well-being with regards to technology.  • I recognise the benefits and risks of accessing information about health and well-being online and how we  should balance this with talking to trusted adults and professionals.  • I can explain how and why some apps and games may request or take payment for additional content (e.g.  in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before  purchasing. | • I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and  describe their purpose.  • I recognise and can discuss the pressures that technology can place on someone and how / when they  could manage this.  • I can recognise features of persuasive design and how they are used to keep users engaged (current and  future use).  • I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode,  regular breaks, correct posture, sleep, diet and exercise). |
| Extremeism and Radicalisation |  | |  | | • Understand the meaning and differences between ‘fact’ and ‘opinion’  • Learn that beliefs are kinds of opinions that should be accepted, but not necessarily adopted  • Recognise and know how to deal with situations involving peer pressure  • Recognise and respect similarities and differences between people  • Understand the meanings of ‘same’ and ‘different’  • Recognise ways in which they are connected to each other  • Understand that difference is a positive feature  • Identify and respect similarities and differences between people |  | |  | • Understand the meaning and importance of resilience and courage  • Recognise and know how to deal with situations involving peer pressure  • Recognise the features of extremism  • Identify why and how people are recruited into extremist activity  • Identify some of the stereotypes relevant to extremism  • Understand how extremism can lead to harm  • Recognise individuality and celebrate differences  • Identify and challenge stereotypes, including LGBT and other minority groups  • Recognise extremism and radicalisation  • Identify why and how people are recruited into radicalised activity  • Identify some of the stereotypes relevant to radicalisation  • Identify the risks faced in relation to extremist activity  • Understand how they can lead to harm  • Recognise extremism and radicalisation  • Identify why and how people are recruited into radicalised activity  • Identify some of the stereotypes relevant to extremism  • Identify the risks faced in relation to extremist activity  • Understand how they can lead to harm |
| Relationships and  Sex Education |  | |  | | |  | | • Know how and understand why close relationships are formed, especially during adolescence  • Understand why friendship is important in the establishment of close relationships  • Know about and understand the physical, mental and emotional changes that take place during puberty  • Learn about sex (and bust some myths!) | • Understand why friendship is important in the establishment of close relationships  • Know the features of a healthy relationship  • Understand what an unhealthy relationship is and know how to deal with relationship issues  • Know about gender identities and have an awareness of transgender issues |
| Substance Related  Abuse |  | |  | | |  | | • Understand why it is important to focus on keeping healthy and take appropriate action by making  healthy choices  • Understand the term ‘risk’ and how it links to consequence | • Understand the term ‘addiction’ and know some of the different forms it can take  • Recognise the link between choice and consequence  • Become familiar with the names of the most common drugs  • Understand how advertising influences our choices |
| Vaping |  | |  | | |  | |  | • I can demonstrate the use of search tools to find and access online content which can be reused by others.  • I can demonstrate how to make references to and acknowledge sources I have used from the internet.  To understand the potential dangers and health risks of vaping  • To recognise how vaping advertisements can influence opinions and  decisions  • To develop critical thinking skills to evaluate vaping information  Independently  • To understand different perspectives on vaping, including those of a vape  company, a parent, a teacher, the government, and children  • To learn about petitions and their role in raising awareness and advocating  for change  • To create a blurb for a petition from a child's perspective  • To encourage students to raise awareness and support the cause against  vaping in young people via the Dimensions Curriculum petition |
| Tough Topics |  | |  | | |  | |  | • To know what child labour is  • To understand some of the causes and consequences  • To know some ways that we can help to eliminate child labour  • To understand some of the reasons why some young people choose to carry a knife  • To know the potential consequences of carrying a knife  • To know how young people can take steps to live knife-free  • To know that help and support is available  • To know what peer-on-peer abuse is and give examples of this:- physical and sexual abuse,  sexual harassment and violence, emotional harm, on and offline bullying  • To understand some of the consequences of peer-on-peer abuse  • To know how to avoid getting involved with peer-on-peer abuse  • To know how and where to get help (peer abuse)  • To know what peer-on-peer abuse is and give examples of this:- physical and sexual abuse,  sexual harassment and violence, emotional harm, on and offline bullying  • To understand some of the consequences of peer-on-peer abuse  • To know how to avoid getting involved with peer-on-peer abuse  • To know how and where to get help (Self Harm) |