

SUBJECT: RHSE

Statement of INTENT:

Is to enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through our School and Eco Councils. We teach them about rights, respect and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

(RSE) To prepare pupils to cope with the physical and emotional challenges of growing up and give an elementary understanding of human reproduction. To prepare them to face the challenges and risks that our complex world now provides and to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

Age related Breadth of Study

EYFS	KS1	Key Stage 2
<p>Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Personal, Social and Emotional Development ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - 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 activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Children at the expected level of development will: - 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; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Children at the expected level of development will: - 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>NC statements for foundation subjects</p>	<p>NC statements for foundation subjects.</p>

Cornerstone	Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationship & Sex Education	Being Safe	<p>Body privacy and saying yes or no NSPCC assembly</p> <p>Name and identify parts of the body using correct terminology</p> <p>Use simple phrases to ask for and accept or refuse permission (consent)</p> <p>Know where to go to for help if something feels unsafe.</p>	<p>Body privacy and saying yes or no NSPCC assembly</p> <p>Name and identify parts of the body using correct terminology.</p> <p>Understand how it feels when something makes us feel unsafe.</p> <p>Understand some basic rules for keeping themselves safe.</p> <p>Use simple phrases to ask for and accept or refuse permission (consent)</p> <p>Know where to go to for help if something feels unsafe.</p>	<p>Being safe and unsafe NSPCC assembly</p> <p>Who keeps them safe and how?</p> <p>Understand some basic rules for keeping themselves safe.</p> <p>Understand how it feels when something makes us feel unsafe.</p> <p>Recognise that physical contact of any type requires consent.</p> <p>Use simple phrases to ask for and accept or refuse permission (consent)</p> <p>Know where to go to for help if something feels unsafe.</p>	<p>What we mean by “private” and “privacy”.</p> <p>Understand that everyone has right to their own “body space”.</p> <p>Respect other people’s “body space”.</p> <p>Where I can go for help if I feel worried that something feels wrong.</p> <p>Know that they have rights over their bodies.</p> <p>Understand what feels “comfortable” and “uncomfortable”.</p> <p>Recognise how and when they can give consent.</p> <p>Know where to go to for help if something feels unsafe.</p>	<p>Understand that everyone has right to their own “body space”.</p> <p>Respect other people’s “body space”.</p> <p>Understand that loving someone doesn’t mean you always have to say yes.</p> <p>Understand risks and how to make decisions about personal safety.</p> <p>Know how to give or deny consent when it is important to them.</p> <p>Know where to go to for help if something feels unsafe.</p> <p>Understand what it means to be assertive.</p>	<p>Understand how to respect their own and other people’s bodies.</p> <p>Know that there are different types of touch in different circumstances.</p> <p>To have confidence in their own self-worth.</p> <p>Understand implications of sharing sexual images online.</p> <p>Understand risks and how to make decisions about personal safety.</p> <p>Understand that loving someone doesn’t mean you always have to say yes.</p> <p>Know how to give or deny consent when it is important to them</p> <p>Know where to go to for help if something feels unsafe.</p> <p>Understand what it means to be assertive. Know when and how to show “kind assertiveness”.</p> <p>Know about the age of consent.</p>	<p>Understand how to respect their own and other people’s bodies.</p> <p>Know that there are different types of touch in different circumstances.</p> <p>To have confidence in their own self-worth.</p> <p>Understand implications of sharing sexual images online.</p> <p>Recognise that FGM is physical abuse and a serious crime.</p> <p>Understand the short and long-term effects of FGM</p> <p>Appreciate there are different types of love e.g. parental love, partner love, friendship love etc. SG</p> <p>Understand that loving someone doesn’t mean you always have to say yes.</p> <p>Know where to go to for help if something feels unsafe.</p> <p>Know when and how to show “kind assertiveness”.</p>

Cornerstone	Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical health & Wellbeing	Drugs Alcohol and tobacco	<p>Know not to touch tablets and medicines.</p> <p>Know not to drink other people's drinks/bottles as we do not know what is in them.</p>	Identify the hazardous sign on bottles	Understand the difference between an illness, symptom and a prescription	<p>Know the difference between medicines, legal and illegal drugs.</p> <p>Know the importance of following instructions when taking medicines</p>	<p>Know the effects of smoking and vaping.</p> <p>Know the effects of alcohol.</p>	<p>Know that some drugs are legal, some are restricted and some are illegal.</p> <p>How to make safe decisions in situations with regards drugs and alcohol.</p> <p>Describe their own views about drugs and alcohol.</p>	<p>Understand consequences of drug use and where to go for help.</p> <p>How to make safe decisions in situations with regards drugs and alcohol.</p> <p>What is a habit and why it is difficult to change.</p>

Cornerstone	Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical Health & Wellbeing	Eating well and being active	<p>Manage own personal hygiene needs.</p> <p>Know and talk about different ways to stay healthy: Healthy eating, Tooth brushing, exercise, sleep, screen time, road safety.</p> <p>Understand choices between healthy and not so healthy food choices.</p>	<p>Understand that food is a basic requirement and is needed to keep us healthy and give us energy to grow</p> <p>Identify that exercise is good for our minds</p> <p>Identify and name some large bones</p> <p>Understand why the brain, heart and lungs are important body parts.</p>	<p>-Identify different foods that contain vitamins A B and C and understand the importance of having the right amounts</p> <p>-Identify the 5 types of food that make up a balanced diet and begin to give examples of these</p> <p>Identify and name some large bones and muscles and explain why they are important</p> <p>Understand that the heart is a muscle which grows during exercise and pumps blood carrying oxygen and energy around the body</p> <p>Understand that food is broken down into energy in our digestive system.</p> <p>Identify ways we can increase our own bodies protection Describe the differences between different body parts y1</p>	<p>Explain the importance of appropriate portions of food for a balanced diet and health.</p> <p>Identify the importance of our senses and explain some of the difficulties and dangers that we could encounter if we were to lose a sense.</p> <p>Identify that exercise helps our lungs and heart and improves co-ordination.</p>	<p>Explain the types and amounts of food needed for balanced diet.</p> <p>Understand the energy and nutrients different foods give by looking at food packaging.</p> <p>Understand that there are good and bad bacteria.</p> <p>Explain the benefits to the body of regular exercise.</p> <p>Understand the value of good sleep to health.</p> <p>Understand that there are differences in health between people of different countries.</p>	<p>Identify the difference between healthy and unhealthy fats</p> <p>Begin to work out the amount of exercise needed to burn off food (by using up calories).</p> <p>Make links between a balanced lifestyle and being happy.</p> <p>Explain the effects of saturated fats on our hearts and the types of nutrients needed to have a healthy diet</p> <p>Use scientific language to explain the importance of different minerals and vitamins</p>	<p>Evaluate whether a diet is healthy or not, using vitamins and minerals to justify the answer</p> <p>Identify how different food should be eaten for nutritional purposes</p> <p>Explain the effect that high cholesterol has on the human body</p> <p>Understand that endorphins are released during exercise and that these are linked with happiness</p> <p>Explain the different parts of sleep and why this is important for the body</p> <p>Explain the difference between good bacteria and bad bacteria</p> <p>Understand that 'being healthy' incorporates body, mind and lifestyle.</p>

Cornerstone	Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Emotional Health & Wellbeing	Emotional resilience	<p>Start to see themselves as a valuable individual</p> <p>Identify and manage emotions. ZOR - Self regulation.</p> <p>Express own feelings and Consider other people's feelings</p> <p>Support children to recognise when their behaviour is not acceptable/ broken class rules.</p> <p>Set and work towards simple goals.</p> <p>Begin to show resilience and perseverance.</p> <p>Transition to year 1</p>	<p>Identify feelings that are good and not so good</p> <p>Describe how others might be feeling</p> <p>Understand that feelings affect behaviour</p> <p>Begin to suggest things that might make us feel better</p> <p>Begin to set realistic goals to achieve</p> <p>Identify whether a target has been met</p> <p>Identify some basic ways of staying resilient.</p> <p>Recall some positive memories</p> <p>Recognise that they are valuable individuals</p> <p>Know how to ask for help</p> <p>Transition to year 2.</p>	<p>Begin to recognise emotions in others</p> <p>Understand that we can affect other people's feelings.</p> <p>Explain the reasons why a target has or has not been met</p> <p>Transition to year 3</p>	<p>Begin to compare emotional feelings with physical feelings.</p> <p>Identify basic 'coping strategies' for dealing with difficult emotions.</p> <p>Set more challenging goals and evaluate his/her achievements</p> <p>Understand that determination and perseverance are needed to overcome a challenge</p> <p>Transition to year 4</p>	<p>Identify stress and stressful situations</p> <p>Understand the importance of mental health.</p> <p>Difference between growth and fixed mindset.</p> <p>Identify basic 'coping strategies' for dealing with difficult emotions.</p> <p>Identify strengths, areas for improvement and set aspirational goals.</p> <p>Transition to year 5</p>	<p>Identify stress and stressful situations and think of ways of dealing with them.</p> <p>Work collaboratively to achieve goals.</p> <p>Begin to reflect on mistakes and see them as an opportunity to learn from</p> <p>Evidence behind a growth mindset and achievement.</p> <p>Identify something he/she is confident in.</p> <p>Explain how confidence can affect performance.</p> <p>Give constructive feedback.</p> <p>Transition to year 6</p>	<p>Set achievable personal goals and successfully reflect on these, perhaps setting 'next steps'.</p> <p>Give constructive feedback</p> <p>Link between a growth mindset and mental health.</p> <p>Display a range of coping strategies.</p> <p>Transition to High School.</p>

Cornerstone	Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships & Sex Education	Family, friendships, and relationships	<p>Start to build constructive and respectful relationships with both adults and peers.</p> <p>Think about other people's ideas/feelings and consider them.</p> <p>Say why people are special to them.</p> <p>Use simple phrases to ask for and accept or refuse permission (consent)</p>	<p>Identify the importance of having friends</p> <p>Understand that we have different types of friends</p> <p>Understand the importance of family</p> <p>Understand that there are different types of family.</p> <p>Loss of a pet.</p>	<p>State the characteristics of a good friend</p> <p>Understand that there are different types of family.</p> <p>Think about how I like to be treated by family and friends.</p> <p>Understand the difference between bullying and falling out.</p> <p>Understand appropriate behaviour in different relationships.</p> <p>Understand that some relationships can be challenging at times</p> <p>Understand that sometimes people have to make hard choices.</p> <p>Loss of a pet.</p>	<p>What is a positive and healthy relationship?</p> <p>What the different ways we can show love are.</p> <p>Offer solutions when there are disagreements between friends (peer mediation).</p> <p>Know who they can talk to if they are feeling worried or unhappy.</p> <p>Understand that even if someone leaves they still love you.</p>	<p>What is a positive and healthy relationship and how we can maintain this.</p> <p>Recognise that friendships change and their role in that.</p> <p>Different types of relationships including civil partnerships and marriage.</p> <p>Recognise that people can be in a committed relationship and not be married.</p> <p>Different types of loss (divorce, separation, bereavement).</p>	<p>Understand that different relationships have different functions and responsibilities.</p> <p>Consider why honesty, loyalty and respect are important in relationships.</p> <p>Model techniques they have learnt to manage bullying (peer mediation).</p> <p>A range of issues that can affect families.</p> <p>Know that people will recover from relationship breakdowns.</p>	<p>Consider how expectations are different in different relationships.</p> <p>Understand that finding positive solutions usually involves negotiation and compromise (win/win)</p> <p>Understand what it means to be "in charge".</p> <p>be able to recognise and manage 'dares'</p> <p>be able to recognise how "peer acceptance" may be influential in their actions and behaviours</p> <p>Recognise and manage moral dilemmas.</p> <p>Recognise their changing emotions towards their families.</p>

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Emotional Health & Wellbeing	Feelings and attitudes	<p>Develop feelings vocab.</p> <p>Express feelings appropriately (self-regulation).</p> <p>Identify facial expressions and body language associated with key feelings.</p> <p>Identify things we are good at.</p> <p>Have a go attitude – like challenges.</p> <p>Making mistakes is ok that is how we learn.</p> <p>Reflect and self-evaluate own work.</p> <p>Use simple phrases to ask for and accept or refuse permission (consent)</p>	<p>Develop feelings vocab.</p> <p>Name basic feelings that we have.</p> <p>What makes me happy or sad?</p> <p>How does my body help me know how I feel?</p> <p>How can I cope with strong feelings?</p> <p>Who can I talk to when I'm unhappy or worried?</p> <p>Facial expressions and body language that shows us how others may be feeling.</p> <p>What things we treasure and how we can look after them.</p> <p>Have a go attitude – like challenges.</p> <p>Making mistakes is ok that is how we learn.</p> <p>Listen to advice</p> <p>Share a view or opinion</p> <p>Use simple phrases to ask for and accept or refuse permission (consent)</p>	<p>Develop feelings vocab.</p> <p>Name a wider range of feelings that we have.</p> <p>How can I cope with strong feelings?</p> <p>Who can I talk to when I'm unhappy or worried?</p> <p>What we can do to help ourselves feel differently.</p> <p>To recognise how others are feeling.</p> <p>Describe ways of helping others who may be worried or sad.</p> <p>Understand the difference between fair and unfair</p>	<p>Develop feelings vocab.</p> <p>Share his/her own considered point of view and listen to, and consider, other peoples' opinions</p> <p>Understand that feelings can be hurt.</p> <p>How to say not to someone without hurting their feelings.</p> <p>Recognise when they feel worried or stressed.</p> <p>Identify some strategies for dealing with pressure.</p> <p>Recognise the challenges that parents can have when bringing up children.</p>	<p>Develop feelings vocab – range and intensity (focus on anxiety)</p> <p>How Understand fight of flight and the effect this can have on our bodies.</p> <p>Identify ways to make himself/herself happy and share happiness</p> <p>Changing moods and “mood swings” and how we can experience a range of emotions.</p>	<p>Develop feelings vocab range and intensity.</p> <p>Recommend suitable lifestyles for different age ranges</p> <p>To recognise gut instinct.</p>	<p>Develop feelings vocab – range and intensity (focus on anxiety)</p> <p>Explain the various aspects of mental health</p> <p>Understand emotional intelligence</p> <p>Recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p>Identify the impact of a good social life on happiness.</p> <p>Understand different levels of confidence and its effect on life.</p>

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Physical Health & Wellbeing	Hygiene and protecting your health	<p>Know what is meant by health / unhealthy.</p> <p>Identify some basic ways to stay healthy: Healthy eating, Tooth brushing, exercise, sleep, screen time, road safety.</p> <p>To Know and understand why we wash hands - to stop the spread of germs.</p> <p>Know not to touch tablets and medicines.</p> <p>Know not to drink other people's drinks/bottles as we do not know what is in them.</p>	<p>Identify difference between healthy and unhealthy.</p> <p>Begin to identify ways of stopping harmful germs</p> <p>Begin to understand how our body heals itself (bruising / scabs / etc)</p>	<p>Understand the importance of maintaining your teeth</p> <p>Identify what is a healthy, balanced meal.</p> <p>Identify ways we can increase our own bodies protection</p>	<p>Understand that bacteria and viruses can affect health.</p> <p>Understand that simple routines can reduce the spread of bacteria and viruses.</p> <p>Understand the importance of maintaining his/her teeth and explain what happens when teeth and gums are not maintained</p>	<p>Understand that there are good and bad bacteria</p> <p>Identify the value of sleep for our health</p>	<p>Identify the value of sleep for our health and explain the possible side effects of lack of sleep.</p> <p>Explore a range of strategies for sleeping well.</p> <p>Understand barriers to sleep.</p> <p>Identify situations where people may need support with their mental health</p>	

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Relationships & Sex Education	Identity	<p>To know about where they live and belong and what they can do.</p> <p>To share who is in our family.</p> <p>To know what is important to them.</p> <p>To know what is the same and different with our friends.</p> <p>To have aspirational ideas for the future.</p> <p>Name some people who help us in the community</p>	<p>Know about where they live and belong and what they can do</p> <p>Growth and change</p> <p>Recognise what is the same and different with people in our class.</p> <p>Recognise that everyone is equal.</p>	<p>Understand that basic human lifecycle</p> <p>Recognise what is the same and different with people in our local area.</p> <p>What a stereotype is and how to recognise gender stereotypes.</p> <p>What racism is (Rosa Parks) and what things have changed / not changed. Y1</p>	<p>Understand that people see things differently and start to see things from other people's perspectives.</p> <p>Recognise what is the same and different with people the UK.</p> <p>What being part of a community means.</p>	<p>Understanding difference including disability.</p> <p>Equal opportunities and their importance.</p> <p>Recognise and appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>Learn about the lives of people living in other places and people with different values and customs.</p>	<p>Recognise changes to their own bodies during puberty.</p> <p>Understand the emotional changes they may experience during puberty.</p> <p>Recognise they have some control over the choices they make about looking after their bodies.</p> <p>That differences between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability</p> <p>How they can work together to bring about change.</p> <p>How voluntary agencies and fundraising work.</p> <p>Issues facing refugees (refugee week).</p>	<p>Consider why people may volunteer and how this may affect their self-identity / feelings of self-worth.</p> <p>Know the difference between sex, gender identity and sexual orientation.</p> <p>Explain and demonstrate ways we can value others who are different from ourselves.</p> <p>Understand the nature of consequences of discrimination.</p> <p>Understand what prejudice-based language is.</p> <p>how it feels to be excluded or discriminated against</p> <p>Be aware of the need to challenge prejudice.</p> <p>Recognise that no one should feel forced to marry and that forced marriage is illegal in this country.</p> <p>Understand the difference between arranged and forced marriage.</p>

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Relationships & Sex Education	Sex Education							<p>About development from birth and specific body parts SG</p> <p>Be able to name these parts and understand their function SG</p> <p>About human reproduction SG</p> <p>The age of consent</p>

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Physical Health & wellbeing	Keeping safe and emergencies	<p>Calling 999</p> <p>People who help us</p> <p>How to ask for help or assistance.</p> <p>Know not to touch tablets and medicines.</p> <p>Know not to drink other people's drinks/bottles as we do not know what is in them.</p>	<p>Calling 999</p> <p>How to ask for help or assistance.</p>	<p>Calling 999</p> <p>Fire safety – contacting Fire Brigade/Police/Ambulance.</p> <p>How to ask for help or assistance.</p> <p>Basic emergency first aid.</p>	<p>Calling 999</p> <p>Fire safety – contacting Fire Brigade/Police/Ambulance.</p> <p>How to ask for help or assistance.</p> <p>Basic emergency first aid.</p>	<p>Fire safety – contacting Fire Brigade/Police/Ambulance.</p> <p>Basic emergency first aid.</p>	<p>Fire safety – contacting Fire Brigade/Police/Ambulance.</p> <p>Basic emergency first aid.</p>	<p>Calling 999 and 111</p> <p>Fire safety – contacting Fire Brigade/Police/Ambulance.</p> <p>Basic emergency first aid.</p>

Cornerstone	Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical Health & Wellbeing	Keeping safe and risks	Following the school and class rules.	Explain why the school and class rules keep us safe.	Begin to suggest class rules that can keep us safe.	Understand that everyone has rules and responsibilities.	That their actions affect themselves and others.	Recognise his/her role in keeping his/her immediate environment safe and healthy and offer suggestions.	Understand the difference between a risk, hazard and danger.
		How to stay safe in the sun	Explain how to stay safe in the sun	Explain how to stay safe in the sun	Understand why we have rules and laws and how they are enforced.	Understand that choices can have positive, negative or neutral consequences.		Recognise, predict and assess risk in different situations.
		How to stay safe near water.	Explain how to stay safe near water.	Explain how to stay safe near water.			Learn about how democracy works.	Recognise his/her role in keeping his/her immediate environment safe and make sensible choices.
		How to stay safe near roads.	Explain how to stay safe near roads.	Explain how to stay safe near roads.	Identify class rules to keep us safe and follow the school rules.	Start to identify strategies to manage own personal safety (especially with regards water, roads and train crossings).	Recognise and manage dares.	Understand that everyone has human rights, all peoples, all societies.
		How to stay safe with strangers.	How to stay safe around trains.		Understand about outdoor places and how to behave responsibly (Marwell).	Starting to understand the idea of low to high risk and making appropriate decisions.	Understand the impact of peer acceptance on their actions and behaviours.	Know that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
		How to stay safe around fireworks.	Understand that a doctor can help make them feel better		Explain what a risk is and how we change our behaviour accordingly (especially water, road and train crossings)	Sources of persuasion, including the media.		Recognise and manage moral dilemmas.
		Understand about different occupations- who can help us.						Understand the impact of peer acceptance on their actions and behaviours.
		Understand that putting small things into mouth are a choking hazard.						
		Know about when and why we wash our hands – to stop the spread of germs and getting sick.				Know that pressure to behave in an unacceptable, unhealthy or risk way can come from a variety of sources, including the media.	Recognise some persuasive media tactics e.g. adverts	
		Know not to touch tablets and medicines.				Know who to talk to if they are	Explain what a 'dare' is and consider how they make us feel	
Know not to drink other people's drinks/bottles as we do not know what is in them.								

					<p>feeling pressured to do something.</p> <p>What a school councillor does and how to take part in making and changing rules.</p>	<p>Identify when dares are okay or not</p> <p>Identify persuasive language that might be used if someone is daring someone else to do something</p> <p>be able to demonstrate some basic techniques for resisting peer pressure</p> <p>about the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>		
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Digital & Media Literacy	Online content and critical thinking			Sources of information on the internet.	<p>Sources of information on the internet.</p> <p>Understand that not all information on the internet can be trusted.</p>	<p>How and why information online may not be accurate or the same as the real world.</p> <p>How search results are ranked.</p>	Difference between fact and opinion online.	<p>Understand how their digital footprint can impact on their future.</p> <p>Explain strategies for assessing the degree of trust they place in people or organisations online.</p>

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Digital & Media literacy	Online relationships and media	<p>E-safety</p> <p>Importance of not using the internet without adult supervision.</p> <p>Ask an adult for help if you do not know what to do</p>	<p>What we like to share online.</p> <p>Describe simple ways to stay safe online, especially when an adult isn't around.</p>	<p>Describe simple ways to stay safe online, especially when an adult isn't around.</p> <p>Name trusted adults they can go to if they need help.</p> <p>Explain what privacy and private means.</p> <p>Explain why passwords need to be kept private.</p>	<p>Explain what privacy and private means.</p> <p>How we can tell if someone wants to keep something private.</p> <p>What is appropriate / not appropriate to share.</p> <p>How to manage requests for images of themselves or others.</p> <p>Begin to understand how the media can affect beliefs and attitudes.</p>	<p>How to stay safe online including privacy settings.</p> <p>The responsible use of mobile phones and safe user habits (time limits, use of passcode, turning off at night etc)</p> <p>When to keep things private and when to share.</p> <p>Know the importance of keeping someone else's privacy.</p> <p>Understand how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>Know that the media stereotypes gender.</p>	<p>How to stay safe online including privacy settings.</p> <p>The responsible use of mobile phones and safe user habits (time limits, use of passcode, turning off at night etc)</p> <p>How to stay safe online including social media.</p> <p>Know what a strong password is.</p> <p>To know that it is okay not to be like the people they see online.</p>	<p>How to stay safe online including privacy settings.</p> <p>The responsible use of mobile phones and safe user habits (time limits, use of passcode, turning off at night etc)</p> <p>How to stay safe online including social media.</p> <p>Explore and critique how the media present information online.</p> <p>Understand that media can cause inequality of opportunity.</p> <p>How to recognise stereotypes for themselves and speak out.</p>

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Digital Media & Literacy	Online relationships and cyber bullying	<p>E-safety</p> <p>Ask an adult for help and guidance.</p>	<p>Understand the importance of telling someone if someone is being hurt online.</p> <p>Name trusted adults they can go to if they need help.</p>	<p>Understand that we treat people with respect online.</p> <p>Understand the importance of telling someone if someone is being hurt online.</p> <p>Name trusted adults they can go to if they need help.</p>	<p>Understand that we treat people with respect online.</p> <p>Understand the term Cyberbullying.</p> <p>The importance of protecting personal information, including passwords, addresses and images</p> <p>Name trusted adults they can go to if they need help.</p>	<p>Identify cyberbullying in a range of contexts</p> <p>Name some similarities and differences between on and offline bullying.</p> <p>Name a range of wants to stay safe online.</p> <p>The importance of protecting personal information, including passwords, addresses and images</p> <p>How to manage requests for images of themselves or others.</p>	<p>Understand implications of sharing sexual images online.</p>	<p>Understand implications of sharing sexual images online.</p> <p>Understand dangers of grooming and sexting.</p>