

**Progression in knowledge related to PSHE Programme of Study – Being Safe**

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	
Key Stage 1	Key Stage 2
-about knowing there are situations when they should ask for permission and also when their permission should be sought	-about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	
-to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private -about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	-about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	
-to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	-recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	
-that sometimes people may behave differently online, including by pretending to be someone they are not -how to respond safely to adults they don't know -basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	-how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
how to recognise and report feelings of being unsafe or feeling bad about any adult.	
-what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	-where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
how to ask for advice or help for themselves or others, and to keep trying until they are heard.	
-what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	-where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
how to report concerns or abuse, and the vocabulary and confidence needed to do so.	
-what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	-where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
where to get advice e.g. family, school and/or other sources	
-what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	-where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

**Progression in knowledge related to PSHE Programme of Study – Families and people who care for me**

that families are important for children growing up because they can give love, security and stability	
Key Stage 1	Key Stage 2
-to identify the people who love and care for them and what they do to help them feel cared for	-that a feature of positive family life is caring relationships; about the different ways in which people care for one another
the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	
-about the roles different people (e.g. acquaintances, friends and relatives) play in our lives -to identify common features of family life	-to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	
-about different types of families including those that may be different to their own -to recognise the ways in which we are all unique	-that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different -to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	
-about different types of families including those that may be different to their own	-to recognise that there are different types of relationships (eg friendships, family relationships, romantic relationships, online relationships) -that a feature of positive family life is caring relationships; about the different ways in which people care for one another -to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	
-to identify common features of family life	-about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong -that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	
-that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	-that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others -how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

**Progression in knowledge related to PSHE Programme of Study – Respectful relationships**

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	
Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> <li>-to recognise the ways in which we are all unique</li> <li>-to recognise the ways in which they are the same and different to others</li> <li>-about the different groups they belong to</li> <li>-to recognise the ways they are the same as, and different to, other people</li> </ul>	<ul style="list-style-type: none"> <li>-about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</li> <li>-to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>-about the different groups that make up their community; what living in a community means</li> </ul>
practical steps they can take in a range of different contexts to improve or support respectful relationships.	
<ul style="list-style-type: none"> <li>-about how people make friends and what makes a good friendship</li> <li>-simple strategies to resolve arguments between friends positively</li> </ul>	<ul style="list-style-type: none"> <li>-to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>-how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</li> </ul>
the conventions of courtesy and manners	
<ul style="list-style-type: none"> <li>-about how to treat themselves and others with respect; how to be polite and courteous</li> </ul>	<ul style="list-style-type: none"> <li>-to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> </ul>
the importance of self-respect and how this links to their own happiness.	
<ul style="list-style-type: none"> <li>-to recognise what makes them special</li> <li>-to identify what they are good at, what they like and dislike</li> <li>-about how to treat themselves and others with respect; how to be polite and courteous</li> </ul>	<ul style="list-style-type: none"> <li>-to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</li> </ul>
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	
<ul style="list-style-type: none"> <li>-about how to treat themselves and others with respect; how to be polite and courteous</li> </ul>	<ul style="list-style-type: none"> <li>-to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</li> </ul>
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	
<ul style="list-style-type: none"> <li>-that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> <li>-about how people may feel if they experience hurtful behaviour or bullying</li> <li>-that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</li> </ul>	<ul style="list-style-type: none"> <li>-about the impact of bullying, online or offline, and the consequences of hurtful behaviour strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others);</li> <li>-how to report concerns and get support</li> <li>-how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</li> </ul>
what a stereotype is, and how stereotypes can be unfair, negative or destructive.	
<ul style="list-style-type: none"> <li>-about the different groups they belong to</li> </ul>	<ul style="list-style-type: none"> <li>-about discrimination: what it means and how to challenge it</li> <li>-to value the different contributions that people and groups make to the community</li> <li>-about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</li> <li>-about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li> </ul>
the importance of permission-seeking and giving in relationships with friends, peers and adults.	
<ul style="list-style-type: none"> <li>-how to respond safely to adults they don't know</li> <li>-about knowing there are situations when they should ask for permission and also when their permission should be sought</li> </ul>	<ul style="list-style-type: none"> <li>-about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</li> <li>-about seeking and giving permission (consent) in different situations</li> </ul>

**Progression in knowledge related to PSHE Programme of Study – Caring Friendships**

how important friendships are in making us feel happy and secure, and how people choose and make friends.	
Key Stage 1	Key Stage 2
-about how people make friends and what makes a good friendship	-about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	
-about how people make friends and what makes a good friendship	-what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	
-about how to recognise when they or someone else feels lonely and what to do	-the importance of seeking support if feeling lonely or excluded -that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
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.	
-simple strategies to resolve arguments between friends positively	-how friendships can change over time, about making new friends and the benefits of having different types of friends
how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	
-how to ask for help if a friendship is making them feel unhappy	-to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

**Progression in knowledge related to PSHE Programme of Study – [Online Relationships](#)**

that people sometimes behave differently online, including by pretending to be someone they are not	
Key Stage 1	Key Stage 2
-that sometimes people may behave differently online, including by pretending to be someone they are not	-about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
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.	
-that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	-how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know -that personal behaviour can affect other people; to recognise and model respectful behaviour online -to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	
-what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	-how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know -where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	
-how to respond safely to adults they don't know	-how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
how information and data is shared and used online	
-basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	-about some of the different ways information and data is shared and used online, including for commercial purposes -about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

**Progression in knowledge related to PSHE Programme of Study – Health and prevention**

how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	
Key Stage 1	Key Stage 2
	-about what good physical health means; how to recognise early signs of physical illness
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	
-how to keep safe in the sun and protect skin from sun damage	-about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	
-about why sleep is important and different ways to rest and relax	-about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	
-about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	-how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	
-simple hygiene routines that can stop germs from spreading	-that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it -about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
the facts and science relating to allergies, immunisation and vaccination.	
-that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	-how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

**Progression in knowledge related to PSHE Programme of Study – Basic first aid**

how to make a clear and efficient call to emergency services if necessary.	
-about what to do if there is an accident and someone is hurt -how to get help in an emergency (how to dial 999 and what to say)	-how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
concepts of basic first-aid, for example dealing with common injuries, including head injuries	
- about what to do if there is an accident and someone is hurt - about things that people can put into their body or on their skin; how these can affect how people feel	- about what is meant by first aid; basic techniques for dealing with common injuries

**Progression in knowledge related to PSHE Programme of Study – Changing adolescent body**

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	
about menstrual wellbeing including the key facts about the menstrual cycle	
-to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) -about growing and changing from young to old and how people's needs change	-to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction -about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) -about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene -about where to get more information, help and advice about growing and changing, especially about puberty

**Progression in knowledge related to PSHE Programme of Study – Physical health and fitness**

the characteristics and mental and physical benefits of an active lifestyle.	
Key Stage 1	Key Stage 2
-about what keeping healthy means; different ways to keep healthy	- how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	
- about how physical activity helps us to stay healthy; and ways to be physically active everyday	-how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
the risks associated with an inactive lifestyle (including obesity).	
- about how physical activity helps us to stay healthy; and ways to be physically active everyday	-how to recognise that habits can have both positive and negative effects on a healthy lifestyle -how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
how and when to seek support including which adults to speak to in school if they are worried about their health	
- about the people who help us to stay physically healthy	-how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

**Progression in knowledge related to PSHE Programme of Study – Healthy eating**

what constitutes a healthy diet (including understanding calories and other nutritional content)	
- about foods that support good health and the risks of eating too much sugar -about how physical activity helps us to stay healthy; and ways to be physically active everyday	-how to make informed choices about health - about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
the principles of planning and preparing a range of healthy meals	
- about foods that support good health and the risks of eating too much sugar	-about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	
- about foods that support good health and the risks of eating too much sugar	- about the elements of a balanced, healthy lifestyle - about choices that support a healthy lifestyle, and recognise what might influence these - about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

**Progression in knowledge related to PSHE Programme of Study – Drugs, alcohol and tobacco**

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	
-about things that people can put into their body or on their skin; how these can affect how people feel	-about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break -to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others -about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

**Progression in knowledge related to PSHE Programme of Study – Mental Wellbeing**

that mental wellbeing is a normal part of daily life, in the same way as physical health	
Key Stage 1	Key Stage 2
-about what keeping healthy means; different ways to keep healthy	-that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	
-about different feelings that humans can experience -how to recognise and name different feelings -how feelings can affect people’s bodies and how they behave -how to recognise what others might be feeling	-to recognise that feelings can change over time and range in intensity
how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.	
-to recognise that not everyone feels the same at the same time, or feels the same about the same things -about ways of sharing feelings; a range of words to describe feelings	-a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	
-different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good -to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	-strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations -to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	
-about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	-about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	
-different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good -about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better -how to manage when finding things difficult	-about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	
-how to manage when finding things difficult -about preparing to move to a new class/year group -about how to recognise when they or someone else feels lonely and what to do	-problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools -the importance of seeking support if feeling lonely or excluded
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	
-that bodies and feelings can be hurt by words and actions; that people can say hurtful things online -about how people may feel if they experience hurtful behaviour or bullying	-about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).	
-to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it -that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	-to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others -strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
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	
-how to manage when finding things difficult	-to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

**Progression in knowledge related to PSHE Programme of Study – Internet safety and harms**

that for most people the internet is an integral part of life and has many benefits.	
Key Stage 1	Key Stage 2
-about how the internet and digital devices can be used safely to find things out and to communicate with others -about the role of the internet in everyday life	- about the benefits of the internet; -recognise the ways in which the internet and social media can be used both positively and negatively
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.	
-about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	-the importance of balancing time online with other activities; strategies for managing time online
how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	
- that bodies and feelings can be hurt by words and actions; that people can say hurtful things online - that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	-that personal behaviour can affect other people; to recognise and model respectful behaviour online -recognise the ways in which the internet and social media can be used both positively and negatively -recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
why social media, some computer games and online gaming, for example, are age restricted.	
- about rules and age restrictions that keep us safe	-reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming - about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
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	
- basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	-reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming - strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support - recognise the ways in which the internet and social media can be used both positively and negatively
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	
- that not all information seen online is true	- how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results -about some of the different ways information and data is shared and used online, including for commercial purposes -about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information - about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
where and how to report concerns and get support with issues online	
- basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	- about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact