



LAWFORD MEAD PRIMARY SCHOOL

Online Safety Curriculum Coverage

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Overview

Online safety is taught across three curriculum subjects at Lawford Mead Primary School: Computing, PSHE, and Relationships Education (taught as part of PSHE). Additional online safety teaching takes place during class assemblies and as part of Safer Internet Day.



Be SMART online



SAFE

- Keep your personal information private.
- Use age-appropriate apps and games.



MEET

- Do you know the person in real life?
- Can you trust them?



ACCEPTING

- Don't click on links.
- Ask an adult to check.



RELIABLE

- Is it true?



TELL

- Who are your trusted adults?
- Who can you talk to at school and at home?
- Tell an adult when somebody is unkind.



BE SMART WITH A HEART

- Be kind and friendly.

Remember, you can visit www.childline.org.uk or call 0800 1111 in an emergency.



Be SMART online



SAFE

Keep your personal information private. This includes your name, address, school, phone number and any passwords. Only use age-appropriate apps, websites and games.



MEET

Not everyone online is honest and trustworthy. Sometimes, chatbots and virtual assistants can seem like real people too. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you, then tell a trusted adult straight away.



ACCEPTING

Think carefully before clicking on links, adverts, messages, and attachments because you do not know if they are safe. Do not accept friend requests from strangers.



RELIABLE

Check that any information you see online is reliable because some things can be out of date, inaccurate or untrue. Compare websites, check in books and talk to someone about what you have found.



TELL

Tell a trusted adult if someone or something ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. An adult can help you block a user on a website, app or game. Close or minimise any app that makes you feel uncomfortable then speak to a trusted adult.



BE SMART WITH A HEART

Our online behaviour is always polite, friendly and respectful. Look out for your friends and share any concerns with a trusted adult so that they can get help.

Remember, you can visit www.childline.org.uk or call [0800 1111](tel:08001111) in an emergency.

COMPUTING – Online Safety Coverage

Long term plan

	Autumn term	Spring term	Summer term
Reception	Online safety: Smartie the Penguin Story A: upsetting content, unreliable information and personal information Story B: adverts, searching online, online bullying	Online safety: Digiduck Story 1: Digiduck's Big Decision (being good friends) Story 2: Digiduck's Famous Friend (online identity)	Online safety: Digiduck Story 3: Detective Digiduck (reliable information) Story 4: Digiduck and the Magic Castle (games) Story 5: Digiduck Saves the Day (positive uses of the internet)
Year 1	Online safety: Using the internet safely Online emotions	Safer Internet Day	Online safety: Always be kind and considerate Posting and sharing online
Year 2	Online safety: What happens when I post online? How do I keep my things safe online?	Safer Internet Day	Online safety: It's my choice (when to deny permission) Is it true?
Year 3	Online safety: Beliefs, opinions and facts on the internet When being online makes me upset	Safer Internet Day	Online safety: Sharing information (personal information) Rules of social media platforms Programming: Scratch
Year 4	Online safety: What happens when I search online? How do companies encourage us to buy online?	Safer Internet Day	Online safety: Fact, opinion or belief? What is my #TechTimetable like?
Year 5	Online safety: Online protection (how apps access personal information) Online reputation	Safer Internet Day	Online safety: Online bullying Online health and wellbeing
Year 6	Online safety: Life online (negative feelings) Sharing online (impact and consequences)	Safer Internet Day	Online safety: Capturing evidence of online bullying Think before you click

RECEPTION

Autumn term: Smartie the Penguin

<https://www.childnet.com/resources/smartie-the-penguin/>

Story A: upsetting content, unreliable information and personal information

Story B: adverts, searching online, online bullying

Spring term: Digiduck

<https://www.childnet.com/resources/digiduck-stories/>

Story 1: Digiduck's Big Decision (being good friends)

Story 2: Digiduck's Famous Friend (online identity)

Summer term: Digiduck

<https://www.childnet.com/resources/digiduck-stories/>

Story 3: Detective Digiduck (reliable information)

Story 4: Digiduck and the Magic Castle (games)

Story 5: Digiduck Saves the Day (positive uses of the internet)

YEAR 1

Key stage 1 - National curriculum computing subject content:	Kapow Primary's computing strands	Kapow Primary topics Key stage 1 - Year 1				
		Improving mouse skills (3 lessons: 1-3 only)	Algorithms unplugged (4 lessons: 1, 2, 4 and 5 only)	Digital imagery (Option 1: Google) (Option 2: Microsoft Office 365) (3 lessons: 1-3 only)	Bee-Bot (Option 1: Bee-Bot) (Option 2: Virtual Bee-Bot) (4 lessons: 1, 3, 4 and 5 only)	Online safety Y1 (All 4 lessons)
Recognise common uses of information technology beyond school	IT	✓		✓		✓
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	DL	✓				✓

YEAR 2

Key stage 1 - National curriculum computing subject content:	Kapow Primary's computing strands	Kapow Primary topics Key stage 1 - Year 2				
		What is a computer? (3 lessons: 1, 2 and 5 only)	Algorithms and debugging (4 lessons: 1, 2, 4 and 5 only)	International Space Station (3 lessons: 1, 3 and 5 only)	Scratch Jr (4 lessons: 1, 2, 4 and 5 only)	Online safety Y2 (4 lessons: Teach all five by combining lessons 3 and 4)
Recognise common uses of information technology beyond school	IT	✓				✓
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	DL					✓

YEAR 3

Key stage 2 - National Curriculum computing subject content:	Kapow Primary's computing strands	Kapow Primary topics Lower key stage 2 - Year 3				
		Networks and the internet (Option 1: Google) (Option 2: Microsoft Office 365) (3 lessons: 1, 3 and 5 only)	Journey inside a computer (3 lessons: 1, 2 and 5 only)	Video trailers (Option 1: Using devices other than iPads) (Option 2: Using iPads) (4 lessons: 1-4 only)	Scratch (4 lessons: 1, 2, 3 and 5 only)	Online safety Y3 (All 4 lessons)
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	DL IT			✓		✓
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	CS IT	✓	✓	✓		
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	DL			✓		✓

YEAR 4

Key stage 2 - National Curriculum computing subject content:	Kapow Primary's computing strands	Kapow Primary topics Lower key stage 2 - Year 4				
		Collaborative learning (Option 1: Google) (Option 2: Microsoft Office 365) (4 lessons: 1, 3, 4 and 5)	Further coding with Scratch (Option 1: Google) (Option 2: Microsoft Office 365) (3 lessons: 2-4 only)	Investigating weather (Option 1: Google) (Option 2: Microsoft Office 365) (3 lessons: 1, 3 and 4)	Computational thinking (4 lessons: 1-4 only)	Collaborative learning (Option 1: Google) (Option 2: Microsoft Office 365) (4 lessons: 1, 3, 4 and 5)
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	DL IT			✓		
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	CS IT	✓		✓		
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	DL	✓				✓

YEAR 5

Key stage 2 - National Curriculum computing subject content:	Kapow Primary's computing strands	Kapow Primary topics Upper key stage 2 - Year 5				
		Search engines (Option 1: Google) (Option 2: Microsoft Office 365) (4 lessons: 1-4)	Mars Rover 1 (3 lessons: 1, 2 and 4)	Stop motion animation (Option 1: Stop Motion Studio) (Option 2: with cameras) (4 lessons: 1-4)	Programming music (Option 1: Sonic Pi) (Option 2: Scratch) (4 lessons: 1-4)	Online safety Y5 (3 lessons: 1, 4 and 5)
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	DL IT	✓	✓			
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	CS IT	✓			✓	
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	DL	✓				✓

YEAR 6

Key stage 2 - National Curriculum computing subject content:	Kapow Primary's computing strands	Kapow Primary topics Upper key stage 2 - Year 6				
		Bletchley Park (Option 1: Google) (Option 2: Microsoft Office 365) (3 lessons: 1-3)	Big data 1 (4 lessons: 1, 3, 4 and 5)	History of computers (3 lessons: 3-5)	Intro to Python (4 lessons: 1-4)	Online safety Y6 (4 lessons: 1, 2, 4 and 6)
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	DL IT	✓		✓		
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	CS IT	✓	✓	✓		
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	DL	✓				✓



RELATIONSHIPS EDUCATION – Online Safety Coverage

KEY STAGE 1

Relationships Education		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not					Additional lesson on website			4			4	
	(R21) 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				Additional lesson on website				3				
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them				Additional lesson on website				3			4	
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met				Additional lesson on website								
	(R24) how information and data is shared and used online												

Relationships Education		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)		5			3,5	4	2	4,5			2	5
	(R26) 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					3	4					4	4,5
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact					3	4					2	4
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know					3,4						2	
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		3,4				4					2	4,5
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard			5		5			4	2		2	5
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		4						4			4,5	5
	(R32) where to get advice e.g. family, school and/or other sources		4			4	6	2	4			2,4	5

LOWER KEY STAGE 2

Relationships Education		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not		5		5	3			2		2,5		
	(R21) 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	4	5		5	3			2		2		
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them				4,5	3			2,3		2,6		
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met		5		4,5	3							
	(R24) how information and data is shared and used online				4,5	3							

Relationships Education		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	6	5		4,5	3		5	2		2,5,6	4,5	
	(R26) 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				4,5	3							2,3
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact						4						1
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know				4,5								
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult				4,5						5		
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		4		4,5				4		3,4		
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		3,4		4,5				3		3,4		
	(R32) where to get advice e.g. family, school and/or other sources	2	4		4,5	3			3		3-5	4	

UPPER KEY STAGE 2

Relationships Education		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not					2-6						5	
	(R21) 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					2-6			3			5,6	
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them					2-6						5,6	
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met					2-6						5,6	
	(R24) how information and data is shared and used online					2-6						5,6	

Relationships Education		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)				4	2,3	1	4	3		3,4	4-6	
	(R26) 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					2,3	1				6	4-6	
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact				4		1				1,6	1,2	1,5
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know											4-6	
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		3			2,3						5	
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		3		3	2			4		5,6	4	2
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		2		3	2			3,4		1-6	4	
	(R32) where to get advice e.g. family, school and/or other sources		3,4		3	2			3		1-6	1-6	2,3

PSHE – Online Safety Coverage

KEY STAGE 1

Physical Health and Mental Wellbeing		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Mental wellbeing	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3,4						3				
	(H9) 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)		4			4			4				
Physical Health and Mental Wellbeing		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits												
	(H12) 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										2		
	(H13) 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								3				
	(H14) why social media, some computer games and online gaming, for example, are age restricted												
	(H15) 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								3			3	
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted												
	(H17) where and how to report concerns and get support with issues online								4				

LOWER KEY STAGE 2

Physical Health and Mental Wellbeing		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Mental wellbeing	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3-5						3				
	(H9) 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)		2-4		4,5	3			4			2	

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits				4,5	3							
	(H12) 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					3							
	(H13) 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		5			3			3				
	(H14) why social media, some computer games and online gaming, for example, are age restricted					3							
	(H15) 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		5			3							
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted					3							
	(H17) where and how to report concerns and get support with issues online				3,4	3							

UPPER KEY STAGE 2

Physical Health and Mental Wellbeing		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary pupils should know:													
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		4			2,3			4		2-4	4	
	(H9) 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)		3,4		3	2,3					1-6	1-4	1-6

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits					2-6						5,6	
	(H12) 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.					2-6				5,6	5,6		
	(H13) 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					2-6		3,4			5,6		
	(H14) why social media, some computer games and online gaming, for example, are age restricted					2-6					5,6		
	(H15) 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					2-6					5,6		
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted					2-6					5,6		
	(H17) where and how to report concerns and get support with issues online					2-6			3,4		1-6	1-6	

TEACHING ONLINE SAFETY IN SCHOOLS – Online Safety Coverage

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Age restrictions (H14)	Health, Wellbeing and Lifestyle			Computing: Summer Rules of social media platforms PSHE: Relationships 3		PSHE: Relationships 2-6	PSHE: Relationships 5-6
Content: How it can be used and shared (R24)	Online reputation	Computing: Summer Posting and sharing online	Computing Autumn: What happens when I post online?	RSE: Healthy Me 4-5 RSE: Relationships 3		RSE: Relationships 2-6	RSE: Relationships 5-6
Disinformation, misinformation, fake news and hoaxes (H16)	Managing online information			PSHE: Relationships 3		PSHE: Relationships 2-6	PSHE: Relationships 5-6
Fake websites and scam emails	Managing online information						
Fraud (online)	Managing online information						
Password phishing	Privacy and security						
Personal data (R26)	Privacy and security	RSE: Relationships 3 RSE: Changing Me 4	RSE: Relationships 4 RSE: Changing Me 4-5	RSE: Healthy Me 4-5 RSE: Relationships 3	RSE: Changing Me 2-3	RSE: Relationships 2-3 RSE: Changing Me 1	RSE: Healthy Me 6 RSE: Relationships 4-6
Persuasive design	Managing online information						
Privacy Settings (R26)	Privacy and security	RSE: Relationships 3 RSE: Changing Me 4	RSE: Relationships 4 RSE: Changing Me 4-5	RSE: Healthy Me 4-5 RSE: Relationships 3	RSE: Changing Me 2-3	RSE: Relationships 2-3 RSE: Changing Me 1	RSE: Healthy Me 6 RSE: Relationships 4-6
Targeting of online content (Including on social media and search engines, include clickbait, targeted adverts) (H16)	Privacy and security			PSHE: Relationships 3		PSHE: Relationships 2-6	PSHE: Relationships 5-6

How to stay safe online

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Abuse (online) (H15)	Self-image and identity		PSHE: Celebrating Difference 3 PSHE: Relationships 3	PSHE: Relationships 3		PSHE: Relationships 2-6	PSHE: Relationships 5-6
Online challenges	Online Relationships						
Content which incites	Online Relationships						

Online radicalisation	Online Relationships						
Fake profiles (R20)	Self-image and identity		RSE: Celebrating Difference 4 RSE: Relationships 4	RSE: Celebrating Difference 5 RSE: Healthy Me 5 RSE: Relationships 3	RSE: Celebrating Difference 2 RSE: Healthy Me 2,5	RSE: Relationships 2-6	RSE: Relationships 5
Grooming (R23/28/29)	Online Relationships	RSE: Relationships 3-4	RSE: Relationships 2	RSE: Celebrating Difference 5 RSE: Healthy Me 4-5 RSE: Relationships 3	RSE: Relationships 5	RSE: Relationships 2-6	RSE: Relationships 4-6
Live streaming	Online Relationships						
Unsafe communication	Privacy and security						

Wellbeing

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Impact on confidence (including body confidence)	Self-image and identity						
Impact on quality of life, physical and mental health and relationships. (Screentime) (H12)	Health, Wellbeing and Lifestyle		PSHE: Healthy Me 2	PSHE: Relationships 3		PSHE: Relationships 2-6	PSHE: Healthy Me 5-6 PSHE: Relationships 5-6
Online vs. offline behaviours	Online Relationships						
Reputational damage	Online reputation						