



PSHE: Teaching consent and online safety

	Consent	Online safety
EYFS	<p>I can explain some of the rules of lining up and queuing, such as not standing too close or touching others.</p> <p>I know the names for the main body parts (including external genitalia) and why it is important to keep them private. NSPCC PANTS</p>	<p>I know how to get help if I see something I am unhappy with online</p> <p>I understand that my passwords are for me and that I shouldn't share them with others.</p>
Year 1	<p>I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline</p> <p>I can recognise that my behaviour affects others both on and offline.</p> <p>I know what being a good friend means both on and offline and how they should make us feel happy and secure -</p> <p>I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends</p> <p>I know the names for the main body parts (including external genitalia) and why it is important to keep them private</p>	<p>I know the internet has many benefits, but I know I need to balance my time spent on and offline.</p> <p>I know that people you don't know are strangers and this applies online as well as well as offline.</p> <p>I know that when people I don't know ask me for private information, I don't share it online or in person.</p> <p>I understand that some websites, games and social media sites have age restrictions.</p> <p>I know how to get help if I see something I am unhappy with online</p>
Year 2	<p>I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers).</p> <p>I know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls</p> <p>I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change</p>	<p>I know the internet has many benefits but I know I need to balance my time spent on and offline.</p> <p>I adhere to the age rating of computer games</p> <p>I have an understanding of a range of risks when communicating online</p> <p>I can demonstrate ways of reducing the risk to ensure I am safe online</p> <p>I know that people sometimes behave differently online, including friends or by pretending to be someone they are not.</p>

		I have an understanding of what a healthy online friendship is and awareness of the risks associated with people I have never met.
Year 3	<p>I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them.</p> <p>I understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring.</p>	<p>I know the internet has many benefits but I know I need to balance my time spent on and offline.</p> <p>I adhere to the age rating of computer games.</p> <p>I have a growing understanding of a range of risks when communicating online</p> <p>I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online</p> <p>I know how to report concerns and get support with issues online</p>
Year 4	<p>I know about physical boundaries and saying no to unwanted touch.</p> <p>I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body</p>	<p>I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games.</p> <p>I know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable.</p> <p>I understand the need to keep some information private in order to protect myself when communicating online and I can implement strategies to do this.</p> <p>I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this.</p> <p>I know how to recognise and display respectful behaviour online</p>
Year 5	<p>I understand what boundaries are appropriate in friendships with peers and others both on and offline</p> <p>I know the ways in which children grow and develop in puberty – physically and emotionally I recognise, as I approach puberty, how people’s emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way</p>	<p>I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games.</p> <p>I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend.</p> <p>I know how to present myself safely online and understand the potential risks of providing personal information online.</p>

	<p>I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.</p>	<p>I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others.</p> <p>I understand that the person that I think I am communicating with on-line may not be who they say they are.</p> <p>I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request.</p> <p>I recognise that not all information on the internet is accurate or unbiased (advertising) and I have strategies for identifying the origin of a website.</p>
<p>Year 6</p>	<p>I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)</p> <p>I understand the physical and emotional changes I will go through at puberty I know about human reproduction including conception.</p> <p>I can look after my body and health as I go through puberty</p> <p>I can manage my periods (menstruation), or I understand how girls manage their periods and I am respectful of this.</p>	<p>I know the internet has many benefits, but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games.</p> <p>I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life.</p> <p>I can recognise risks, harmful content and contact and now how to report them.</p> <p>I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health, so I understand the need to use respectful language and know the legal consequences for sending offensive online communications.</p> <p>I understand how the media (advertising and internet) may influence my opinions and choices.</p> <p>I understand how my information and data is shared and used online.</p> <p>I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request.</p>

		<p>I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>I know how to report concerns and get support with issues online</p>
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Explanation of Progression of topics and knowledge
<p>Consent – In EYFS, children begin to be introduced to the idea of personal space and asking and receiving permission e.g “Can I play with your toy?”. This idea then develops through Year 1 and in Year 2 the concept of good and bad touching is discussed with the children. This is then further developed through Year 3 to Year 6 through discussions around boundaries and good and bad physical contact and how it can make people feel. All years explore how and who children can ask for help.</p> <p>Online safety – In EYFS, children are reminded about passwords and the importance of not sharing those passwords with friends/peers. Then from Year 1, children discuss how to deal with people they do not know (strangers) and how to deal with contact between friends/peers that they are not comfortable with. The importance of adhering to age restrictions is also reiterated through the years to cement that awareness of why restrictions are in place.</p> <p>All years explore different ways we can find help if we experience anything that makes children feel uncomfortable and we also build on the different risks that children may experience and how to deal with those.</p>