



**Personal, Social, Health and Economic Education**

**Progression grid**

**Physical Health and Mental Wellbeing**

	<b>Year R</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Hygiene</b>	<ul style="list-style-type: none"> <li>• Hand-washing</li> <li>• Wiping nose</li> <li>• Going to the toilet</li> <li>• Dental hygiene</li> <li>• Manage personal hygiene and basic needs</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a tissue properly.</li> <li>• I can wash my hands properly and understand how this helps stop the spread of viruses and illnesses.</li> </ul>	<ul style="list-style-type: none"> <li>• I can brush my teeth and understand the benefits of good dental hygiene.</li> <li>• I can wash and brush my hair.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a tissue properly and understand why it is important to do so.</li> </ul>			
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• Begin to talk about their own feelings.</li> <li>• Express feelings about choices and opinions in play.</li> <li>• Consider the feelings of others in play situations.</li> <li>• To talk about their feelings and start to consider feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that there is a range of emotions and these are different for different experiences.</li> <li>• I can use a range of vocabulary to express my emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand mental wellbeing is part of daily life, the same as physical health.</li> <li>• I can judge if my behaviour is appropriate and how my feelings can affect it.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.</li> <li>• I understand that bullying can have lasting impact on mental wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand simple self-care techniques for mental health</li> <li>• I understand how loneliness can affect people and seek help if I need it.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the process for seeking support with my mental wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can seek support if I am worried about mine or someone else's mental wellbeing.</li> </ul>
<b>Physical health</b>	<ul style="list-style-type: none"> <li>• Drinking fluids</li> <li>• Safety with tools</li> <li>• Allergies</li> <li>• Importance of exercise</li> <li>• Healthy eating</li> <li>• Importance of sleep.</li> <li>• Winter clothing and dressing</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the benefits of an active lifestyle.</li> <li>• I understand the importance of getting enough sleep.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the importance of a regular exercise routine.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the risks of an inactive lifestyle</li> <li>• I understand what constitutes a healthy diet.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the signs of physical illness, such as weight loss and unexplained body changes.</li> <li>• I can identify who to speak to if I am worried about my health.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the importance of preparing a range of healthy meals.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the dangers of a poor diet.</li> </ul>



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<b>Growing up</b>	<ul style="list-style-type: none"> <li>• To show concentration when organising my belongings.</li> <li>• Begins to show confidence in selecting resources needed independently.</li> <li>• To focus attention when taking part in adult-directed learning.</li> <li>• Understand that expectations vary depending on different events, social situation and changes in routines. To show concentration during these events.</li> <li>• Have focussed attention, respond appropriately and demonstrate an ability to follow instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that people grow.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand differences between children, adults and the elderly (<i>double session</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify things that may change about a person as they go through life.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that as I get older the way I feel about things may change and what I like may change.</li> </ul>	<ul style="list-style-type: none"> <li>• I am aware of my own self-image and how my body image fits into that.</li> <li>• I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.</li> <li>• I can identify what I am looking forward to when I am in Year 6.</li> <li>• I can start to think about changes I will make when I am in Year 6 and know how to go about this.</li> </ul>	<ul style="list-style-type: none"> <li>• I am aware of my own self-image and how my body image fits into that.</li> <li>• I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</li> <li>• I can identify what I am looking forward to and what worries me about the transition to secondary school.</li> <li>• I know how to prepare myself emotionally for starting secondary school.</li> </ul>
<b>Goals</b>	<ul style="list-style-type: none"> <li>• Has a clear idea of what they want to do in their play and how to go about it.</li> </ul>	<ul style="list-style-type: none"> <li>• I can set goal at school.</li> </ul>	<ul style="list-style-type: none"> <li>• I can set goal for outside school.</li> </ul>	<ul style="list-style-type: none"> <li>• I can set a personal goal for inside school and think about ways to achieve it (<i>double session</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• I can set a personal goal for outside school and think about ways to achieve it (<i>double session</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• I can face a new challenge and think of why I want to face it.</li> </ul>	<ul style="list-style-type: none"> <li>• I can set a life goal and lay out ways that I could achieve it (<i>double session</i>).</li> </ul>



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<b>Staying safe</b>	<ul style="list-style-type: none"> <li>• School fire alarm</li> <li>• Fire safety</li> <li>• Road safety</li> <li>• Animal and plant safety</li> <li>• Sun and water safety</li> </ul>	<ul style="list-style-type: none"> <li>• I know what to do if I lose my adult.</li> <li>• I can say no to strangers.</li> <li>• I can cross a road safely.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my scooter safely.</li> <li>• I can name people who can help me stay safe outside of school and home.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand why I wear helmet when I ride my bike.</li> <li>• I can identify ways to keep safe at home.</li> </ul>	<ul style="list-style-type: none"> <li>• I can discuss how to cycle my bike safely on the pavement.</li> </ul>	<ul style="list-style-type: none"> <li>• I can cycle my bike safely on the road.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify where to get help for different problems or issues.</li> </ul>
<b>Medicine</b>			<ul style="list-style-type: none"> <li>• I know some products, including medicines, are harmful if not used properly.</li> </ul>		<ul style="list-style-type: none"> <li>• I know that people have to take medication for different reasons and that it can help people.</li> </ul>		<ul style="list-style-type: none"> <li>• I can understand the science relating to allergies, immunisations and vaccinations.</li> </ul>
<b>Basic First Aid</b>				<ul style="list-style-type: none"> <li>• I know what to do if someone is hurt, what steps to follow. Including calling the emergency services.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to put on a plaster.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to look after a bruise.</li> <li>• I can apply basic first aid to a head injury.</li> </ul>	<ul style="list-style-type: none"> <li>• I know when to apply RICE.</li> </ul>
<b>Drugs and Alcohol</b>						<ul style="list-style-type: none"> <li>• I can identify some legal and some illegal drugs.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the dangers of certain legal drugs (<i>double session</i>) and illegal substances (including alcohol, smoking and drug taking)</li> </ul>



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<b>Relationships</b>							
	<b>Year R</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Bullying</b>	<ul style="list-style-type: none"> <li>• Recognise the impact of their choices, behaviour or actions on others.</li> <li>• Know right from wrong and try to behave accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• I know the difference, between teasing, being unkind and bullying.</li> <li>• I can identify what bullying is and know it is wrong.</li> <li>• I can identify when I have done something right or wrong.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I know the difference, between teasing, being unkind and bullying.</li> <li>• I can explain why bullying is wrong.</li> <li>• I can identify when I have done something right or wrong.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what is bullying and what is being unkind.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what to do if I think someone is being bullied.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand what non-violent bullying looks like.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify how a person can be bullied and it be hard to notice for someone else (<i>double session</i>).</li> </ul>
<b>Friends</b>	<ul style="list-style-type: none"> <li>• With support, develop strategies to resolve conflict.</li> <li>• Invite and join others in play situations.</li> <li>• Work and play co-operatively and takes turns with others</li> <li>• Attempts to resolve conflicts by negotiating and compromising.</li> <li>• Develop particular friendships showing respect.</li> <li>• Will take steps to resolve conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• I can list the features of a good friend.</li> <li>• I know what makes a good friend and how friends make us feel happy.</li> </ul>	<ul style="list-style-type: none"> <li>• I know healthy friendships make me feel happy and not lonely or excluded.</li> <li>• I can think of suggestions to resolve an argument.</li> <li>• I understand friendships have ups and downs, these can be repaired and that violence is never the answer.</li> <li>• I can recognise who to trust and who not to trust and what to do if this becomes a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that there are different types of relationship – E.G. family, friends, neighbours etc. and that all play a part for us to be part of a happy family (<i>double session</i>).</li> <li>• I can distinguish between being friendly and being a friend.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the difference between a friend and an acquaintance.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand how to make amends.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify my mistakes and make amends.</li> </ul>



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<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• Use adults to guide social relationships and interactions.</li> <li>• Share experiences through play with adults and children.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that families are important because they make us feel loved and give us stability.</li> <li>• I can identify the characteristics of healthy family life.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that marriage is a lifelong commitment between 2 people and is intended to be lifelong.</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand 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.</li> <li>• I understand that families can look different and be made up of different people.</li> <li>• If a family relationship is making me feel unhappy or unsafe, I know what steps to take.</li> </ul>		<ul style="list-style-type: none"> <li>• I can think of practical steps to ensure my relationships are respectful.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand I should be treated with respect but I am also duty-bound to treat others with respects.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Shows sensitivity to their own and others' needs reflecting on different points of view.</li> <li>• Begin to recognise their feelings and start to consider feelings of others, offering empathy and comfort.</li> <li>• Shows sensitivity to their own and to others' needs</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• I can share my likes and dislikes.</li> <li>• I can share my opinion.</li> <li>• I know the conventions of courtesy and manners.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain my opinion.</li> <li>• I can debate a topical issue listening to the ideas of others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can resolve conflicts through compromise.</li> <li>• I can share my views on things that affect me (<i>double session</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• I can resolve conflicts through compromise.</li> <li>• I can share my views on things that affect me.</li> </ul>	<ul style="list-style-type: none"> <li>• I can share my views on things that effect society and myself (<i>double session</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• I can share my views on things that effect society and myself (<i>double session</i>).</li> </ul>



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<b>Myself</b>	<ul style="list-style-type: none"> <li>• See themselves as an important member of the class.</li> <li>• See themselves as a valuable member of the school community.</li> <li>• Talks about own feelings and feelings of others.</li> <li>• Talk about how we change own behaviour to help others.</li> <li>• Show an understanding of their own feelings and those of others and begin to change their behaviour accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and name my feelings.</li> <li>• I can identify what I am good at.</li> <li>• I can identify things that are good about me.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and name my feelings and deal with them in a positive way.</li> <li>• I can name times when I have learnt from experience.</li> </ul>	<ul style="list-style-type: none"> <li>• I can share something positive about me.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the difference between feeling uncomfortable in a good way or a bad.</li> </ul>	<ul style="list-style-type: none"> <li>• I can share something positive about myself.</li> <li>• I know how to develop my own self-esteem and self-respect.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to develop my own self-esteem and self-respect.</li> </ul>
<b>Choices</b>	<ul style="list-style-type: none"> <li>• Plan learning and wait for what they want</li> <li>• Talk about choices for independent learning (plan, do, review).</li> <li>• To control impulses when waiting</li> <li>• Plan learning showing and demonstrating how to wait for what they want</li> </ul>	<ul style="list-style-type: none"> <li>• I can make choices and understand that means I may miss out on the other choice.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand what is fair and unfair.</li> <li>• I understand what is right and wrong.</li> </ul>	<ul style="list-style-type: none"> <li>• I can see how my actions affect others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify my mistakes and learn from them (<i>double session</i>).</li> <li>• I can try to understand other people's points of view, when they are different to mine.</li> <li>• I can resist peer pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand fair does not mean being equal.</li> <li>• I can make the correct decision in difficult situations (<i>double session</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify situations to avoid to keep myself safe.</li> </ul>



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<b>People and equality</b>		<ul style="list-style-type: none"> <li>• I can accept that some people look different to me.</li> </ul>	<ul style="list-style-type: none"> <li>• I can accept that different people believe different things to me.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the similarities and differences of different people and be respectful of these similarities and differences (age and disability) <i>(double session)</i>.</li> <li>• I understand what equality is.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the similarities and differences of different people and be respectful of these similarities and differences (race and gender) <i>(double session)</i>.</li> <li>• I can challenge stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the similarities and differences of different people and be respectful of these similarities and differences (religion/beliefs) <i>(double session)</i>.</li> <li>• I can think of things to overcome inequality <i>(double session)</i>.</li> <li>• I can explain what a stereotype is and why they can be negative.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the similarities and differences of different people and be respectful of these similarities and differences (including sexual orientation) <i>(double session)</i>.</li> </ul>
<b>Staying safe</b>	<ul style="list-style-type: none"> <li>• How to be safe online – Screen time</li> <li>• Being safe with people around us.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what a good or bad touch is.</li> <li>• I can keep my privates' private.</li> <li>• I understand how to report my feelings if an adult is making me feel unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that I feel unsafe it is important I keep reporting it until I am heard.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand it is not right to keep secrets if it means that someone is being unsafe or feeling unsafe.</li> <li>• I know where to get advice from.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand what privacy is and why it is important.</li> <li>• I can understand the importance of seeking permission and giving permission when interacting with friends, peers and adults.</li> <li>• I know how to report abuse and the vocabulary needed to do so.</li> <li>• I understand the rules and principles for keeping safe online, how to recognise risks,</li> </ul>		<ul style="list-style-type: none"> <li>• I understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>



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					<p>harmful content and contact, and how to report them.</p> <ul style="list-style-type: none"> <li>• I know what to do if something or someone is making me feel uncomfortable in a bad way.</li> </ul>		
<b>Growth Mindset</b>	<ul style="list-style-type: none"> <li>• Begin to show resilience and perseverance.</li> <li>• Show resilience and perseverance in the face of a new challenge.</li> <li>• Show confidence, independence, resilience, and perseverance when challenged.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify some of the features of a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify all the features of a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why it is important to have a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why it is important to avoid having a fixed mindset.</li> <li>• I understand that a person can change their mindset.</li> </ul>		





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**Sex Education**

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Puberty</b>						<ul style="list-style-type: none"> <li>• I can explain what puberty is, why and when it happens and understand that it is something that happens to everyone.</li> <li>• I know the main external and internal body parts of the male and female reproductive system and how they function.</li> <li>• I can explain how girls' and boys' bodies change during puberty.</li> <li>• I can explain the emotional changes everyone goes through during puberty.</li> <li>• I understand the importance of looking after yourself physically and emotionally during puberty.</li> <li>• I can identify the basic laws around consent.</li> <li>• I can understand about menstrual wellbeing and the key facts of the menstrual cycle.</li> <li>• I understand the term conception and the science behind sexual reproduction (E.g. the sperm from a male and an egg from a female are required to produce a new life).</li> </ul>
<b>Babies - conception to birth</b>						<ul style="list-style-type: none"> <li>• I can explain the different stages of pregnancy, from conception through the nine months of pregnancy and how a baby is born.</li> </ul>



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<b>Living in the Wider World</b>							
	<b>Year R</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Economic Wellbeing</b>		<ul style="list-style-type: none"> <li>• I can identify ways that people earn money.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why people do things to earn money.</li> <li>• I can make choices involving money.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify different jobs carried out by people and how they contribute to society.</li> <li>• I can explain my reasoning when making choices involving money.</li> </ul>	<ul style="list-style-type: none"> <li>• I can think of ways to save money.</li> <li>• I can plan to save money to buy something.</li> <li>• I can identify how different economic choices can affect individuals, the community and me.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify different jobs carried out by people and have an opinion as to why some are more important than others are.</li> </ul>	<ul style="list-style-type: none"> <li>• I can create a savings plan for something I want.</li> <li>• I understand the concept of interest.</li> </ul>
<b>School values (PSHE day 1)</b>		<ul style="list-style-type: none"> <li>• I understand why we have classroom rules.</li> <li>• I can share responsibility of looking after the classroom.</li> <li>• I can recognise how my behaviours can affect others.</li> <li>• I can identify all the school values.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the school values, class rules and school rules.</li> <li>• I can identify how my behaviour can affect others.</li> <li>• I can share responsibility of looking after the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the school values, class rules and school rules.</li> <li>• I understand why we have laws and rules.</li> <li>• I understand what my responsibilities at home are.</li> <li>• I can debate a topical issue – should children have to go to school?</li> <li>• I can debate a moral issue - Is it ok to lie sometimes?</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the school values, class and school rules.</li> <li>• I understand what my responsibilities at school are.</li> <li>• I can debate a topical issue – if you could change one thing at school what would it be?</li> <li>• I can debate a social issue – is it ok to bully a bully?</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the school values, class and school rules.</li> <li>• I understand why we have different rules for different situations or people.</li> <li>• I understand the effects and consequences of anti-social and prejudicial behaviour.</li> <li>• I understand my responsibilities within my community.</li> <li>• I understand when my responsibilities conflict.</li> <li>• I can debate a cultural issue – how should people be punished when they have done wrong?</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the school values, class and school rules.</li> <li>• I can debate a topical issue – if you could make or change one law, what would it be?</li> <li>• I can propose why I would be a good candidate for school council.</li> </ul>



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### Progression grid

<b>Environment (PSHE Day 2)</b>		<ul style="list-style-type: none"> <li>• I understand what recycling is.</li> <li>• I can identify ways to care for the school environment.</li> <li>• I can identify ways to care for the natural environment.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify how my behaviour can affect plants and animals.</li> <li>• I can explain why we recycle.</li> <li>• I can explain the difference between recycling and reusing.</li> <li>• I can explain what climate change is.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand resources are limited and their use can have an impact on the environment.</li> <li>• I understand what I can do at home to care for the environment.</li> <li>• I can identify the damage single use plastics can do to our environment.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify what are recyclable and non-recyclable products.</li> <li>• I can identify the effect that different products have on the environment in their creation and their use.</li> <li>• I can identify ways people can care for the environment in their community.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the many small ways people can prevent damage to the environment.</li> <li>• I can think of a campaign to raise awareness of an environmental issue.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify what the UK government can do to try help the environment.</li> <li>• I can explain the role of various environmental groups and how they try to affect government policy.</li> <li>• I can think of how I can try to influence environmental policy</li> </ul>
<b>E-Safety (PSHE Day 3)</b>		<ul style="list-style-type: none"> <li>• I understand what the internet is and how do we use it.</li> <li>• I can identify that when I go on a web site it may try to find out information about me.</li> <li>• I know how to decide what information I should give out on the internet.</li> <li>• I can send a safe message on the internet.</li> <li>• I can understand that for most people the internet is an integral part of life.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify websites that are suitable for me to visit and those that are not.</li> <li>• I understand that I have a digital footprint and I know how to try and manage it responsibly.</li> <li>• I can identify that children can sometimes act like bullies when online.</li> <li>• I know what cyberbullying means and what I can do if I encounter it.</li> <li>• I understand that not all information on the internet can be trusted</li> </ul>	<ul style="list-style-type: none"> <li>• I understand why people use passwords and create a secure password for myself.</li> <li>• I can communicate in a polite and respectful way online.</li> <li>• I understand that companies can target me to buy their product online and I can respond appropriately.</li> <li>• I can ensure that everything I put online I would be happy to put against my name even if I am online anonymously.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name factors that make for a good offline citizen and a good online citizen and draw comparisons</li> <li>• I am aware of and can think of ways to protect myself from identity theft.</li> <li>• I can identify how the words of others online can make us feel and identify an appropriate way to respond.</li> <li>• I can identify what online plagiarism is and ensure that I do not pass off the work of others as my own.</li> </ul>	<ul style="list-style-type: none"> <li>• I can discuss how different media presents information</li> <li>• I can help create a digital citizenship pledge</li> <li>• I can identify what spam is and understand how to deal with it</li> <li>• I understand how photos can be altered digitally and understand how this can distort our views.</li> <li>• I understand that online people can pretend to be someone they are not.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that I can develop friendships online, but I must never reveal private information to someone I only know online.</li> <li>• I understand that websites must protect my private information.</li> <li>• I can identify secure sites by looking for their privacy policies and seals of approval.</li> <li>• I can explore how it feels to be cyberbullied, how it is similar to or different to bullying and learn strategies</li> </ul>



## Personal, Social, Health and Economic Education

### Progression grid

			<ul style="list-style-type: none"> <li>• I understand the benefit of rationing time spent on electronic devices.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the effects of the online actions of myself and those of others.</li> <li>• I understand the procedures for reporting issues online.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand why computer games and social media are age restricted.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that the internet can be a negative place and trolling, abuse and bullying can take place.</li> <li>• I understand when and how to report inappropriate behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>for handling cyberbullying.</li> <li>• I am aware of the dangers of sharing online.</li> <li>• I understand how to be discerning about information seen online and how search engines are ranked.</li> </ul>
<b>British Values (PSHE Day 4)</b>		<ul style="list-style-type: none"> <li>• I can identify what democracy is.</li> <li>• I can celebrate others' differences and understand that it is ok for other people to believe different things to me.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that Britain is a democracy and identify how people can participate in democracy.</li> <li>• I can be tolerant of the ideas of others, even if they differ to my own.</li> <li>• I can explain what freedom of speech is and why it is important in a democracy.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that the UK is a democracy and not all other countries are.</li> <li>• I can appreciate the diversity of the UK. Having cultural respect and tolerance for those of different faiths/ beliefs and without faith.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the different types of parliamentary government.</li> <li>• I understand why we have laws, why it is important to follow them and why sometimes we have to change them..</li> <li>• I understand how a law become a law.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the benefits of living in a democratic country, and the dangers to democracy.</li> <li>• I can explain what individual liberties are and why they are important</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify threats to democracy and why we must be aware of them.</li> <li>• I understand why it is important to have a free press and why we must protect them.</li> <li>• I can explain the role of pressure groups and whether they are important.</li> </ul>