

| Esafety content  | Year3               | Year4                       | Year5                 | Year6                     |
|--|---------------------|-----------------------------|-----------------------|---------------------------|
| 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 | R 3                 | CD 2,3<br>HM 1,2,5,6<br>R 4 | CD 4<br>R 2,6         | CD 3,4<br>HM 3,4<br>R 5   |
| Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help  | R 3                 | CD 3                        | CD 4,5<br>R 2         | CD 4<br>R 4               |
| People sometimes behave differently online, including by pretending to be someone they are not   | HM 5<br>R 3         | CD 2<br>HM 2,5              | R 2-6                 | R 5                       |
| 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  | BM 4<br>HM 5<br>R 3 | CD 2<br>HM 2                | R 2-6                 | CD 3<br>R 5,6             |
| Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them  | HM 4,5<br>R 3       | CD 2,3<br>HM 2,6            | R 2-6                 | R 5,6                     |
| How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met   | HM 4,5<br>R 3       |                             | R 2-6                 | R 5,6                     |
| How information and data is shared and used online   | HM 4,5<br>R 3       |                             | R 2-6                 | R 5,6                     |
| What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)   | HM 4,5<br>R 3       | CD 2<br>HM 2,5,6<br>R 4     | HM 4<br>R 2,3<br>CM 3 | CD 3<br>HM 3,4<br>R 4,5,6 |
| 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   | HM 4,5<br>R 3       |                             | R 2,3<br>CM 3         | HM 6<br>R 4,5,6           |
| How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know   | HM 4,5              |                             |                       | R 4,5,6                   |
| How to recognise and report feelings of being unsafe or feeling bad about any adult  |                     | HM 5                        | CD 3<br>R 2,3         | R 5                       |

| Esafety content  | Year3                 | Year4        | Year5             | Year6                             |
|--|-----------------------|--------------|-------------------|-----------------------------------|
| How to report concerns or abuse, and the vocabulary and confidence needed to do so   |                       | CD 3<br>HM 3 | R 2               | CD 3,4<br>HM 1,3,4,6<br>R 4       |
| That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing  |                       | CD 3         | CD 4,5<br>R 2,3   | CD 4<br>HM 3,4<br>R 4             |
| Where and how to seek 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) | CD 2<br>HM 4,5<br>R 3 | CD 4         | CD 3,4,5<br>R 2,3 | HM 1,3,4,6<br>R 2,4<br>CM 3,4     |
| For most people the internet is an integral part of life and has many benefits   | HM 4,5<br>R 3         |              | R 2-6             | R 5,6                             |
| 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         | R 3                   |              | R 2-6             | HM 6<br>R 5,6                     |
| 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                                  | R 3                   | CD 3         | R 2-6             | CD 3,4<br>R 5,6                   |
| Why social media, some computer games and online gaming, for example, are age restricted   | R 3                   |              | R 2-6             | R 5,6                             |
| 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  | R 3                   |              | R 2-6             | R 5,6                             |
| How to be a discerning consumer of information online including understanding that information, that form search engines, is ranked, selected and targeted   | R 3                   |              | R 2-6             | R 5,6                             |
| Where and how to report concerns and get support with issues online  | HM 4<br>R 3           |              | R 2-6             | CD 3,4<br>HM 1,3,4,6<br>R 2,4,5,6 |