



2BeSafe and the RSHE Curriculum

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Introduction

This document sets out the links between the statutory RSHE (Relationships, Sex and Health Education) curriculum and the 2BeSafe sessions, with a specific focus on **online safety** and **digital wellbeing**. While many 2BeSafe sessions touch on broader aspects of the RSHE framework, this document highlights those sessions where the links to RSHE are most explicit and meaningful in an **online** context.

The mapping presented here concentrates solely on the online elements of the RSHE curriculum. In particular, it draws from:

- the **online safety and awareness** strand within primary relationships education
- the **wellbeing online** strand of the primary health and wellbeing

It is recognised that online safety themes often overlap with, and as such are reinforced by, wider RSHE content beyond the scope of this document, including offline relationships, personal safety, mental health, and safeguarding. Where appropriate, 2BeSafe sessions may naturally draw upon these broader concepts to provide context and support understanding.

However, for clarity and consistency, this document intentionally limits its focus to those curriculum statements that directly relate to online experiences and digital environments.

Online safety and awareness

Pupils should know:

- that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- the risks of being online, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

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Wellbeing online

Pupils should know:

- that for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
- how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- the benefits of limiting 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.
- how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- how to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- how to understand the information they find online, including from search engines, and know how information is selected and targeted.
- that they have rights in relation to sharing personal data, privacy and consent.
- where and how to report concerns and get support with issues online.

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Additional Online Safety Statements within the RSHE Curriculum			
Relationships Education (additional online safety statements)		Health and Wellbeing (additional online safety statements)	
Respectful, kind relationships	Being safe	General wellbeing	Health protection and prevention
Pupils should know:	Pupils should know:	Pupils should know:	Pupils should know:
the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	what sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

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Reception

Online Safety and Awareness (Relationships)			
RSHE Aim	2BeSafe Theme	Session Number	Session Focus
that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure	Online Bullying	1	I can describe ways that some people can be unkind online.
	Online Bullying	2	I can offer examples of how being unkind online can make others feel.
how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this	Online Relationships	1	I can recognise some ways in which the internet can be used to communicate.
	Online Relationships	2	I can give examples of how I (might) use technology to communicate with people I know.
that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults			

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the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	Privacy and Security	1	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).
	Privacy and Security	2	I can describe who would be trustworthy to share this information with; I can explain why they are trusted.
the risks of being online, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up	Online Reputation	1	I can identify ways that I can put information on the internet.
that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online	Self-Image and Identify	1	I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.
	Online Bullying	2	I can offer examples of how being unkind online can make others feel.

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Additional Statement: Respectful, Kind Relationships (Relationships)			
RSHE Aim	2BeSafe Theme	Session Number	Session Focus
the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	Online Bullying	1	I can describe ways that some people can be unkind online.
	Online Bullying	2	I can offer examples of how being unkind online can make others feel.
	Self-Image and Identify	1	I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.

Additional Statement: Being Safe (Relationships)			
RSHE Aim	2BeSafe Theme	Session Number	Session Focus
what sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.			

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Wellbeing Online (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
that for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.			
how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	Online Relationships	1	I can recognise some ways in which the internet can be used to communicate.
	Online Relationships	2	I can give examples of how I (might) use technology to communicate with people I know.
the benefits of limiting 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.	Health, Wellbeing and Lifestyle	1	I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules.
how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Online Bullying	1	I can describe ways that some people can be unkind online.
	Online Bullying	2	I can offer examples of how being unkind online can make others feel.
why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.			

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the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.			
how to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.			
that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	Self-Image and Identify	1	I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.
	Online Bullying	1	I can describe ways that some people can be unkind online. (Captures online bullying/abuse aspect.
	Online Bullying	2	I can offer examples of how being unkind online can make others feel.
how to understand the information they find online, including from search engines, and know how information is selected and targeted.	Managing Online Information	1	I can talk about how to use the internet as a way of finding information online.
	Managing Online Information	2	I can identify devices I could use to access information on the internet.

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that they have rights in relation to sharing personal data, privacy and consent.	Privacy and Security	1	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).
	Privacy and Security	2	I can describe who would be trustworthy to share this information with; I can explain why they are trusted.
where and how to report concerns and get support with issues online.	Self-Image and Identify	1	I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.

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Additional Statement: General Wellbeing (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Online Bullying	2	I can offer examples of how being unkind online can make others feel.
	Self-Image and Identity	1	I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset

Additional Statement: Health Protection and Prevention (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	Health, Wellbeing and Lifestyle	1	I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules.

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Year 1

Online Safety and Awareness (Relationships)			
RSHE Aim	2BeSafe Theme	Session Number	Session Focus
that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure	Online Bullying	1	I can describe how to behave online in ways that do not upset others and can give examples.
	Online Relationships	3	I can explain why it is important to be considerate and kind to people online and to respect their choices.
	Online Relationships	4	I can explain why things one person finds funny or sad online may not always be seen in the same way by others.
how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this	Online Relationships	2	I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).
	Self-Image and Identity	2	If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.
	Managing Online Information	2	I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.
	Managing Online Information	3	I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.
that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe			

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contact with older social media users, who may be strangers, including other children and adults			
the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	Online Reputation	2	I can describe what information I should not put online without asking a trusted adult first.
	Privacy and Security	2	I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).
	Privacy and Security	3	I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.
the risks of being online, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up	Online Reputation	1	I can recognise that information can stay online and could be copied.
	Online Reputation	2	I can describe what information I should not put online without asking a trusted adult first.
that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online	Self-Image and Identity	2	If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.
	Managing Online Information	3	I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.
	Managing Online Information		I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.

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Additional Statement: Respectful, Kind Relationships (Relationships)			
RSHE Aim	2BeSafe Theme	Session Number	Session Focus
the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	Online Bullying	1	I can describe how to behave online in ways that do not upset others and can give examples.
	Self-Image and Identity	2	If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.

Additional Statement: Being Safe (Relationships)			
RSHE Aim	2BeSafe Theme	Session Number	Session Focus
what sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	Online Relationships	3	I can explain why it is important to be considerate and kind to people online and to respect their choices.

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Wellbeing Online (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
that for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	Managing Online Information	1	I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.
how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	Online Relationships	2	I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).
the benefits of limiting 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.	Health, Wellbeing and Lifestyle	1	I can explain rules to keep myself safe when using technology both in and beyond the home.
how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Online Bullying	1	I can describe how to behave online in ways that do not upset others and can give examples.
	Online Relationships	3	I can explain why it is important to be considerate and kind to people online and to respect their choices.
	Online Relationships	4	I can explain why things one person finds funny or sad online may not always be seen in the same way by others.

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why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.			
the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.			
how to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	Managing Online Information	2	I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.
that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	Self-Image and Identity	1	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.
	Self-Image and Identity	2	If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.
	Managing Online Information	3	I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.
	Online Bullying	1	I can describe how to behave online in ways that do not upset others and can give examples.

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how to understand the information they find online, including from search engines, and know how information is selected and targeted.	Managing Online Information	1	I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching).
	Managing Online Information	2	I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.
that they have rights in relation to sharing personal data, privacy and consent.	Online Relationships	1	I can give examples of when I should ask permission to do something online and explain why this is important.
	Online Reputation	2	I can describe what information I should not put online without asking a trusted adult first.
	Privacy and Security	2	I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).
	Privacy and Security	3	I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.
	Privacy and Security	1	I can explain that passwords are used to protect information, accounts and devices.
where and how to report concerns and get support with issues online.	Self-Image and Identity	2	If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.
	Managing Online Information	3	I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.

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Additional Statement: General Wellbeing (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Self-Image and Identity	1	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.
	Self-Image and Identity	2	If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.
	Managing Online Information	3	I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.
	Online Bullying	1	I can describe how to behave online in ways that do not upset others and can give examples.

Additional Statement: Health Protection and Prevention (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	Health, Wellbeing and Lifestyle	1	I can explain rules to keep myself safe when using technology both in and beyond the home.

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Year 2

Online Safety and Awareness (Relationships)			
RSHE Aim	2BeSafe Theme	Session Number	Session Focus
that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure	Online Relationships	4	I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.
	Online Relationships	6	I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.
how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this	Self-Image and Identity	1	I can explain how other people may look and act differently online and offline.
	Online Relationships	1	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).
	Online Reputation	3	I know who to talk to if something has been put online without consent or if it is incorrect.
	Managing Online Information	5	I can explain why some information I find online may not be real or true.
that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults			

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the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	Online Relationships	2	I can explain who I should ask before sharing things about myself or others online.
	Privacy and Security	2	I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).
	Privacy and Security	3	I can explain and give examples of what is meant by 'private' and 'keeping things private'.
the risks of being online, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up	Online Reputation	1	I can explain how information put online about someone can last for a long time.
	Online Reputation	2	I can describe how anyone's online information could be seen by others.
that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online	Self-Image and Identity	2	I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.
	Online Bullying	3	I can talk about how anyone experiencing bullying can get help.

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Additional Statement: Respectful, Kind Relationships (Relationships)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	Online Bullying	1	I can explain what bullying is, how people may bully others and how bullying can make someone feel.
	Online Bullying	2	I can explain why anyone who experiences bullying is not to blame.
	Online Bullying	3	I can talk about how anyone experiencing bullying can get help.

Additional Statement: Being Safe (Relationships)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
what sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	Online Relationships	3	I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.
	Online Relationships	4	I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.

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Wellbeing Online (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
that for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	Self-Image and Identity	2	I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.
	Managing Online Information	5	I can explain why some information I find online may not be real or true.
how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	Online Relationships	1	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).
	Online Relationships	2	I can explain who I should ask before sharing things about myself or others online.
the benefits of limiting 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.	Health Wellbeing and Lifestyle	1	I can explain simple guidance for using technology appropriately in different environments and settings. e.g. accessing online technologies in public places and at the home environment. I can say how those rules / guides can help anyone accessing online technologies.
how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Online Relationships	6	I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.
why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.			

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the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.			
how to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	Managing Online Information	4	I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real.'
	Managing Online Information	5	I can explain why some information I find online may not be real or true.
that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	Self-Image and Identity	2	I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.
	Online Bullying	1	I can explain what bullying is, how people may bully others and how bullying can make someone feel.
	Online Bullying	3	I can talk about how anyone experiencing bullying can get help.
how to understand the information they find online, including from search engines, and know how information is selected and targeted.	Managing Online Information	1	I can use simple keywords in search engines.

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	Managing Online Information	2	I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).
	Managing Online Information	3	I can explain why some information I find online may not be real or true.
	Managing Online Information	5	I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Gemini, Siri).
that they have rights in relation to sharing personal data, privacy and consent.	Online Relationships	4	I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.
	Online Reputation	3	know who to talk to if something has been put online without consent or if it is incorrect.
	Privacy and Security	2	I can explain and give examples of what is meant by 'private' and 'keeping things private.
	Privacy and Security	3	I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).
where and how to report concerns and get support with issues online.	Self-Image and Identity	2	I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.
	Online Relationships	3	I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.

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	Online Reputation	3	I know who to talk to if something has been put online without consent or if it is incorrect.
	Online Bullying	3	I can talk about how anyone experiencing bullying can get help.

Additional Statement: General Wellbeing (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Online Bullying	1	I can explain what bullying is, how people may bully others and how bullying can make someone feel.
	Online Bullying	3	I can talk about how anyone experiencing bullying can get help.
	Online Reputation	1	I can explain how information put online about someone can last for a long time.

Additional Statement: Health Protection and Prevention (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.			

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Year 3

Online Safety and Awareness (Relationships)			
RSHE Aim	2BeSafe Theme	Session Number	Session Focus
that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure	Online Bullying	1	I can describe appropriate ways to behave towards other people online and why this is important.
	Online Relationships	6	I can explain the importance of giving and gaining permission before sharing things online; how the principle of sharing online is the same as sharing offline. e.g. sharing images and videos.
	Privacy and Security	2	I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.
how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this	Online Relationships	2	I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.
	Online Relationships	3	I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.

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	Online Relationships	4	I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.
	Self-Image and Identity	2	I can explain how people can represent themselves in different ways online.
	Self-Image and Identity	3	I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.
	Privacy and Security	2	I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.
	Managing Online Information	6	I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.
that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults			
the importance of exercising caution about sharing any information about themselves	Online Reputation	2	I can give examples of what anyone may or may not be willing to share about themselves

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online. Understanding the importance of privacy and location settings to protect information online.			online. I can explain the need to be careful before sharing anything personal.
	Privacy and Security	1	I can describe simple strategies for creating and keeping passwords private.
	Privacy and Security	2	I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.
the risks of being online, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up			
that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online	Managing Online Information	5	I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.

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Additional Statement: Respectful, Kind Relationships (Relationships)			
RSHE Aim	2BeSafe Theme	Session Number	Session Focus
the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	Online Bullying	2	I can give examples of how bullying behaviour could appear online and how someone can get support.
	Online Relationships	5	I can explain how someone's feelings can be hurt by what is said or written online.
	Managing Online Information	6	I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.

Additional Statement: Being Safe (Relationships)			
RSHE Aim	2BeSafe Theme	Session Number	Session Focus
what sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	Online Relationships	6	I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline. e.g. sharing images and videos
	Privacy and Security	2	can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.

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Wellbeing Online (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
that for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	Health Wellbeing and Lifestyle	1	I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).
how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	Online Relationships	1	I can describe ways people who have similar likes and interests can get together online.
	Online Relationships	2	I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.
	Online Relationships	3	I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.
	Online Relationships	4	I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.

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the benefits of limiting 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.	Health Wellbeing and Lifestyle	1	I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).
how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Online Bullying	1	I can describe appropriate ways to behave towards other people online and why this is important.
	Online Relationships	5	I can explain how someone's feelings can be hurt by what is said or written online.
	Online Relationships	6	I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline. e.g. sharing images and videos.
why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	Health, Wellbeing and Lifestyle	2	I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).

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the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Health, Wellbeing and Lifestyle	2	I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).
	Managing Online Information	3	I can explain how the internet can be used to sell and buy things.
how to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	Managing Online Information	4	I can explain the difference between a 'belief', an 'opinion' and a fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.
	Managing Online Information	5	I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).
that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	Online Bullying	2	I can give examples of how bullying behaviour could appear online and how someone can get support.
	Managing Online Information	6	I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.

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how to understand the information they find online, including from search engines, and know how information is selected and targeted.	Managing Online Information	1	I can demonstrate how to use key phrases in search engines to gather accurate information online.
	Managing Online Information	2	I can explain what autocomplete is and how to choose the best suggestion.
	Managing Online Information	4	I can explain the difference between a 'belief', an 'opinion' and a fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.
	Managing Online Information	5	I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).
that they have rights in relation to sharing personal data, privacy and consent.	Online Reputation	2	I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.
	Online Reputation	3	I can explain who someone can ask if they are unsure about putting something online.
	Privacy and Security	1	I can describe simple strategies for creating and keeping passwords private.
	Privacy and Security	2	I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.
	Privacy and Security	3	I can describe how connected devices can collect and share anyone's information with others.

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where and how to report concerns and get support with issues online.	Health, Wellbeing and Lifestyle	2	I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).
	Online Reputation	3	I can explain who someone can ask if they are unsure about putting something online.
	Managing Online Information	6	I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.

Additional Statement: General Wellbeing (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Online Bullying	2	I can give examples of how bullying behaviour could appear online and how someone can get support.

Additional Statement: Health Protection and Prevention (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	Health, Wellbeing and Lifestyle	1	I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).

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Year 4

Online Safety and Awareness (Relationships)			
RSHE Aim	2BeSafe Theme	Session Number	Session Focus
that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure	Online Relationships	2	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.
	Online Relationships	3	I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.
	Online Bullying	1	I can recognise when someone is upset, hurt or angry online.
	Online Bullying	3	I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).
	Privacy and Security	2	I can explain that internet use is never fully private and is monitored, e.g. adult supervised, supervision.
how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous	Self-Image and Identity	3	I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.
	Online Relationships	1	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).

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situations. How to recognise harmful content or harmful contact, and how to report this	Managing Online Information	1	I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.
	Managing Online Information	5	I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.
	Managing Online Information	6	I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.
	Privacy and Security	3	I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.
that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults	Privacy and Security	4	I know what the digital age of consent is and the impact this has on online services asking for consent.
the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	Privacy and Security	1	I can describe strategies for keeping personal information private, depending on context.
	Privacy and Security	2	I can explain that internet use is never fully private and is monitored, e.g. adult supervised, supervision.

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	Privacy and Security	3	I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.
the risks of being online, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up	Online Reputation	2	I can explain ways that some of the information about anyone online could have been created, copied or shared by others.
that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online			

Additional Statement: Respectful, Kind Relationships (Relationships)			
RSHE Aim	2BeSafe Theme	Session Number	Session Focus
the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	Online Bullying	1	I can recognise when someone is upset, hurt or angry online.
	Online Bullying	2	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).

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Additional Statement: Being Safe (Relationships)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
what sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	Online Relationships	2	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.
	Online Relationships	3	I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.
	Online Bullying	3	I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).

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Wellbeing Online (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
that for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	Health, Wellbeing and Lifestyle	1	I can explain how using technology can be a distraction from other things, in both a positive and negative way.
	Managing Online Information	3	I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.
how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	Online Relationships	1	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).
	Online Relationships	2	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.
the benefits of limiting 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.	Health, Wellbeing and Lifestyle	1	I can explain how using technology can be a distraction from other things, in both a positive and negative way.
	Health, Wellbeing and Lifestyle	2	I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.
how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Self-Image and Identity	2	I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.

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	Online Relationships	2	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.
	Online Bullying	3	I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).
why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	Privacy and Security	4	I know what the digital age of consent is and the impact this has on online services asking for consent.
the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Managing Online Information	3	I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.
how to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	Managing Online Information	1	I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.
	Managing Online Information	4	I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.
	Managing Online Information	6	I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.

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that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	Online Bullying	1	I can recognise when someone is upset, hurt or angry online.
	Online Bullying	2	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).
how to understand the information they find online, including from search engines, and know how information is selected and targeted.	Online Reputation	1	I can describe how to find out information about others by searching online.
	Managing Online Information	2	I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).
	Managing Online Information	3	I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.
that they have rights in relation to sharing personal data, privacy and consent.	Privacy and Security	1	I can describe strategies for keeping personal information private, depending on context.
	Privacy and Security	3	I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.

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	Privacy and Security	4	I know what the digital age of consent is and the impact this has on online services asking for consent.
where and how to report concerns and get support with issues online.			

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Additional Statement: General Wellbeing (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Online Bullying	1	I can recognise when someone is upset, hurt or angry online.
	Online Bullying	2	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).

Additional Statement: Health Protection and Prevention (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	Health, Wellbeing and Lifestyle	1	I can explain how using technology can be a distraction from other things, in both a positive and negative way.
	Health, Wellbeing and Lifestyle	2	I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.

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Year 5

Online Safety and Awareness (Relationships)			
RSHE Aim	2BeSafe Theme	Session Number	Session Focus
that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure	Online Relationships	2	I can explain that there are some people who communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.
	Online Relationships	3	I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).
how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this	Online Relationships	2	I can explain that there are some people who communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.
	Online Reputation	2	I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.
	Online Bullying	3	I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.
	Self-Image and Identity	3	I can demonstrate how to make responsible choices about having an online identity, depending on context.

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	Managing Online Information	1	I can explain the benefits and limitations of using different types of search technologies (e.g. voice-activation search engine). I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result.
	Managing Online Information	3	I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.
	Managing Online Information	8	I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.
	Managing Online Information	9	I can explain what is meant by a 'hoax' or 'conspiracy theory'. I can explain why someone would need to think carefully before they share.
that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults			
the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	Privacy and Security		I can explain what a strong password is and demonstrate how to create one.
	Privacy and Security		I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.
	Online Reputation	2	I can describe ways that information about anyone online can be used by others to make

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			judgements about an individual and why these may be incorrect.
the risks of being online, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up	Online Reputation	2	I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.
	Self-Image and Identity	1	I can explain how identity online can be copied, modified or altered.
that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online	Online Bullying	3	I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.
	Online Relationships	4	I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.
	Managing Online Information	9	I can explain what is meant by a 'hoax' or 'conspiracy theory'. I can explain why someone would need to think carefully before they share.

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Additional Statement: Respectful, Kind Relationships (Relationships)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	Online Bullying	1	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.
	Online Bullying	2	I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.
	Online Bullying	3	I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.
	Online Bullying	4	I can identify a range of ways to report concerns and access support both in school and at home about online bullying.
	Online Bullying	5	I can explain how to block abusive users.
	Online Bullying	6	I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).

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Additional Statement: Being Safe (Relationships)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
what sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	Online Relationships	2	I can explain that there are some people who communicate with online who may want to do me or my friend's harm. I can recognise that this is not my / our fault.
	Online Relationships	4	I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.
	Online Relationships	5	I can demonstrate how to support others (including those who are having difficulties) online.

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Wellbeing Online (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
that for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	Online Relationships	3	I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).
how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	Online Relationships	1	I can give examples of technology/specific forms of communication e.g emojis, memes and GIFs).
	Online Relationships	3	I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).
the benefits of limiting 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.	Health, Wellbeing and Lifestyle	1	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.
	Health, Wellbeing and Lifestyle	2	I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.
how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Self-Image and Identity	2	I can demonstrate how to make responsible choices about having an online identity, depending on context.
	Online Relationships	3	I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).

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	Online Bullying	2	I can describe what one person perceives as playful 'joking' and teasing (including 'banter') might be experienced by others as bullying.
why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.			
the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Managing Online Information	3	I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.
	Managing Online Information	5	I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.
how to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	Managing Online Information	3	I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.
	Managing Online Information	4	I can explain what is meant by being 'sceptical'. I can give examples of when it is important to be 'sceptical'.
	Managing Online Information	7	I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.
	Managing Online Information	8	I can describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful.
	Managing Online Information	9	I can explain what is meant by a 'hoax' or 'conspiracy theory'. I can explain why someone would need to think carefully before they share.

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that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	Online Bullying	1	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.
	Online Bullying	3	I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.
	Online Bullying	4	I can identify a range of ways to report concerns and access support both in school and at home about online bullying.
	Online Bullying	6	I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).
how to understand the information they find online, including from search engines, and know how information is selected and targeted.	Online Reputation	1	I can search for information about an individual online and summarise the information found.
	Online Reputation	2	I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.
	Managing Online Information	1	I can explain the benefits and limitations of using different types of search technologies (e.g. voice-activation search engine). I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result.
	Managing Online Information	3	I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.

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	Managing Online Information	5	I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.
	Managing Online Information	6	I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).
that they have rights in relation to sharing personal data, privacy and consent.	Privacy and Security	1	I can explain what a strong password is and demonstrate how to create one.
	Privacy and Security	2	I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.
	Privacy and Security	3	I can explain what app permissions are and can give some examples.
where and how to report concerns and get support with issues online.	Online Relationships	4	I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.
	Online Bullying	3	I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.
	Online Bullying	4	I can identify a range of ways to report concerns and access support both in school and at home about online bullying.
	Online Bullying	6	I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).

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Additional Statement: General Wellbeing (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Online Bullying	1	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.
	Online Bullying	3	I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.
	Online Bullying	6	I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).

Additional Statement: Health Protection and Prevention (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	Health, Wellbeing and Lifestyle	1	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.
	Health, Wellbeing and Lifestyle	2	I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.

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Year 6

Online Safety and Awareness (Relationships)			
RSHE Aim	2BeSafe Theme	Session Number	Session Focus
that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure	Online Relationships	1	I can explain how sharing something online may have an impact either positively or negatively.
	Online Relationships	2	I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.
how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this	Self-Image and Identity	1	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.
	Self-Image and Identity	2	I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help both on and offline.
	Managing Online Information	1	I can explain how search engines work and how results are 'selected and ranked.
	Managing Online Information	2	I can explain how to use search technologies effectively.

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	Managing Online Information	3	I can describe how some online information can be opinion and can offer examples.
	Managing Online Information	4	I can explain how and why some people may present 'opinions' as 'facts', why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.
	Managing Online Information	5	I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter someone online (e.g. advertising and 'ad targeting' and targeting for fake news).
	Managing Online Information	7	I can demonstrate how to analyse and evaluate the validity of 'facts' and the information presented and I can explain why using these strategies are important.
	Managing Online Information	8	I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.
	Managing Online Information	9	I can describe the difference between online misinformation and dis-information.
	Managing Online Information	10	I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).

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	Managing Online Information	11	I can identify, flag and report inappropriate content.
	Online Bullying	2	I can explain how someone would report online bullying in different contexts.
that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults			
the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	Privacy and Security	1	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).
	Privacy and Security	2	I can explain what to do if a password is shared, lost or stolen.
	Privacy and Security	4	I can describe simple ways to increase privacy on apps and services that provide privacy settings.
	Privacy and Security	6	I know that online services have terms and conditions that govern their use.
the risks of being online, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up	Online Relationships	3	I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.
	Online Relationships	4	I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others and who can help if someone is worried about this.

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	Online Reputation	1	I can explain the ways in which anyone can develop a positive online reputation.
	Online Reputation	2	I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.
that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online	Self-Image and Identity	2	I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help both on and offline.
	Self-Image and Identity	3	I can explain the importance of asking until I get the help needed.
	Managing Online Information	11	I can identify, flag and report inappropriate content.

Additional Statement: Respectful, Kind Relationships (Relationships)			
RSHE Aim	2BeSafe Theme	Session Number	Session Focus
the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	Online Bullying	1	I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.
	Online Bullying	2	I can explain how someone would report online bullying in different contexts.

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Additional Statement: Being Safe (Relationships)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
what sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	Online Relationships	2	I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.
	Online Relationships	4	I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others and who can help if someone is worried about this.

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Wellbeing Online (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
that for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	Online Relationships	1	I can explain how sharing something online may have an impact either positively or negatively.
	Self-Image and Identity	2	I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help both on and offline.
how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	Online Relationships	1	I can explain how sharing something online may have an impact either positively or negatively.
	Online Relationships	2	I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.
the benefits of limiting 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.	Health, Wellbeing and Lifestyle	4	I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).
how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Online Relationships	1	I can explain how sharing something online may have an impact either positively or negatively.

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	Online Relationships	2	I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.
	Online Relationships	3	I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.
	Online Relationships	4	I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others and who can help if someone is worried about this.
why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.			
the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Privacy and Security	5	I can describe ways in which some online content targets people to gain money or information illegally. I can describe strategies to help me identify such content (e.g. scams, phishing).
how to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	Managing Online Information	7	I can demonstrate how to analyse and evaluate the validity of 'facts' and the information presented and I can explain why using these strategies are important.
	Managing Online Information	11	I can identify, flag and report inappropriate content.

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that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	Online Bullying	1	I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.
	Online Bullying	2	I can explain how someone would report online bullying in different contexts.
	Self-Image and Identity	2	I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help both on and offline.
how to understand the information they find online, including from search engines, and know how information is selected and targeted.	Managing Online Information	1	I can explain how search engines work and how results are 'selected and ranked.
	Managing Online Information	2	I can explain how to use search technologies effectively.
	Managing Online Information	5	I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter someone online (e.g. advertising and 'ad targeting' and targeting for fake news)
	Managing Online Information	6	I understand the concept of persuasive design and how it can be used to influence peoples' choices.
	Managing Online Information	8	I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.
that they have rights in relation to sharing personal data, privacy and consent.	Privacy and Security	1	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).
	Privacy and Security	3	I can describe how and why people should keep their software and apps up to date, e.g. auto updates.

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	Privacy and Security	4	I can describe simple ways to increase privacy on apps and services that provide privacy settings.
	Privacy and Security	6	I know that online services have terms and conditions that govern their use.
where and how to report concerns and get support with issues online.	Self-Image and Identity	2	I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help both on and offline.
	Self-Image and Identity	3	I can explain the importance of asking until i get the help needed.
	Online Bullying	1	I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.
	Online Bullying	2	I can explain how someone would report online bullying in different contexts.
	Managing Online Information	11	I can identify, flag and report inappropriate content..

Additional Statement: General Wellbeing (Health)

RSHE Aim	2BeSafe Theme	Session Number	Session Focus
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Self-Image and Identity	2	I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help both on and offline.
	Online Bullying	1	I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.
	Online Bullying	2	I can explain how someone would report online bullying in different contexts.

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Additional Statement: Health Protection and Prevention (Health)			
RSHE Aim	2BeSafe Theme	Session Number	Session Focus
The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	Health, Wellbeing and Lifestyle	4	I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).

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