



ActiveBYTES is an age-appropriate online safety curriculum that is flexible, relevant and engages pupils' interest.

- Increases pupil involvement and promotes active learning
- Provides continually updated full lesson plans, assemblies and support for teachers
 - Includes a continuous provision map for foundation stage
- Promotes partnership with parents, providing ideas for sharing learning with families

ActiveBYTES active outcomes and guidance

Termly lessons and assemblies focus on these themes:

- Autumn Term: I am kind and responsible
- Spring Term: I am safe and secure
- Summer Term: I am healthy

Progression:

Active outcome grids (objectives) are provided for each term.

Computing National Curriculum

In England, the purpose of the statutory Computing National Curriculum includes ensuring that *"that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world."*

The Curriculum aims *"to ensure that all pupils are responsible, competent, confident and creative users of information and communication technology"*

At Primary school this includes two specific objectives relating to Online Safety:

Key Stage One: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Key Stage Two: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

ActiveBYTES covers these Computing objectives in detail and it's essential that Online Safety messages are embedded whenever children are being taught with or about technology. However, eLIM recommend that Online Safety is taught as part of a school's RSHE curriculum (see below).

RSHE National Curriculum (Relationships and sex education and health education)

In 2025, the DfE published statutory guidance on relationships education, relationships and sex education (RSE) and health education which must be taught in England from September 2026.

The following pages of this document map ActiveBYTES lessons against the 2025 RSHE objectives for Primary Schools to help school leaders ensure they have full coverage of the DfE's statutory expectations for Online Safety built into their RSHE curriculum.

Specific objectives for **Online Relationships** and **Internet Safety and Harms** are highlighted in yellow.

In addition, other RSHE objectives are highlighted in green where Online Safety messages are relevant and should be embedded.

Relationships and Sex Education (RSE) and Health Education 2025 Curriculum in England (Primary)							
Specific objectives for Online Relationships and Internet Safety and Harms are highlighted in yellow.							
In addition, other RSHE objectives are highlighted in green where Online Safety messages are relevant and should be embedded.							
		ActiveBYTES Year 1	ActiveBYTES Year 2	ActiveBYTES Year 3	ActiveBYTES Year 4	ActiveBYTES Year 5	ActiveBYTES Year 6
Families and people who care for me	that families are important for children growing up because they can give love, security and stability						
	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	Year 1 Autumn A Year 1 Autumn B Year 1 Summer B	Year 2 Autumn A Year 2 Autumn B Year 2 Summer B	Year 3 Autumn A Year 3 Spring B	Year 4 Autumn A Year 4 Summer B	Year 5 Autumn A	Year 6 Autumn A Year 6 Autumn B Year 6 Summer B
	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care						
	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up						
	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong						
	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Year 1 Autumn B	Year 2 Autumn B	Year 3 Autumn A Year 3 Spring B	Year 4 Autumn A	Year 5 Spring A	Year 6 Summer B
Caring friendships	how important friendships are in making us feel happy and secure, and how people choose and make friends	Year 1 Autumn B		Year 3 Autumn A Year 3 Spring B	Year 4 Autumn A	Year 5 Autumn B Year 5 Spring A Year 5 Spring B	Year 6 Autumn B Year 6 Summer B
	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Year 1 Autumn B	Year 2 Autumn B	Year 3 Autumn A Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A	Year 5 Autumn B Year 5 Spring A Year 5 Spring B	Year 6 Autumn B Year 6 Summer B
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Year 1 Autumn B	Year 2 Autumn B	Year 3 Autumn A Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A	Year 5 Autumn B Year 5 Spring B	Year 6 Autumn B Year 6 Summer B
	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right						
	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	Year 1 Autumn B	Year 2 Autumn A Year 2 Autumn B Year 2 Spring A	Year 3 Autumn A Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A Year 4 Autumn B	Year 5 Autumn A Year 5 Autumn B Year 5 Spring A Year 5 Spring B	Year 6 Autumn B Year 6 Spring B Year 6 Summer B
Respectful relationships	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	Year 1 Autumn B	Year 2 Autumn B	Year 3 Autumn A Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A	Year 5 Autumn A Year 5 Autumn B Year 5 Spring B	Year 6 Autumn A Year 6 Autumn B Year 6 Summer B
	practical steps they can take in a range of different contexts to improve or support respectful relationships	Year 1 Autumn B	Year 2 Autumn B	Year 3 Autumn A Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A	Year 5 Autumn A Year 5 Autumn B Year 5 Spring B	Year 6 Autumn A Year 6 Autumn B Year 6 Summer B
	the conventions of courtesy and manners	Year 1 Autumn B Year 1 Spring A	Year 2 Autumn B Year 2 Spring A	Year 3 Autumn A Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A Year 4 Spring A	Year 5 Autumn A Year 5 Autumn B Year 5 Spring A Year 5 Spring B	Year 6 Autumn A Year 6 Autumn B Year 6 Spring B Year 6 Summer B

Relationships and Sex Education (RSE) and Health Education 2025 Curriculum in England (Primary)							
Specific objectives for Online Relationships and Internet Safety and Harms are highlighted in yellow.							
In addition, other RSHE objectives are highlighted in green where Online Safety messages are relevant and should be embedded.							
		ActiveBYTES Year 1	ActiveBYTES Year 2	ActiveBYTES Year 3	ActiveBYTES Year 4	ActiveBYTES Year 5	ActiveBYTES Year 6
respectful relationships	the importance of self-respect and how this links to their own happiness			Year 3 Summer B	Year 4 Autumn A Year 4 Summer A	Year 5 Autumn A Year 5 Autumn B Year 5 Spring A Year 5 Spring B	Year 6 Autumn A Year 6 Autumn B Year 6 Spring B Year 6 Summer A Year 6 Summer B
	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	Year 1 Autumn B	Year 2 Autumn B	Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A	Year 5 Autumn A Year 5 Autumn B Year 5 Spring A Year 5 Spring B	Year 6 Autumn A Year 6 Autumn B Year 6 Spring B Year 6 Summer B
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	Year 1 Autumn B	Year 2 Autumn B	Year 3 Autumn A Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A	Year 5 Autumn A Year 5 Autumn B	Year 6 Autumn A Year 6 Autumn B Year 6 Summer B
	what a stereotype is, and how stereotypes can be unfair, negative or destructive						
	the importance of permission-seeking and giving in relationships with friends, peers and adults	Year 1 Spring A Year 1 Spring B Year 1 Summer A	Year 2 Autumn B	Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A Year 4 Spring A	Year 5 Autumn A Year 5 Autumn B Year 5 Spring A Year 5 Spring B	Year 6 Autumn A Year 6 Autumn B Year 6 Spring A Year 6 Spring B Year 6 Summer B
Online relationships	that people sometimes behave differently online, including by pretending to be someone they are not		Year 2 Autumn A Year 2 Spring A	Year 3 Autumn A Year 3 Autumn B Year 3 Spring B	Year 4 Autumn B	Year 5 Autumn A Year 5 Spring B	Year 6 Autumn A Year 6 Autumn B Year 6 Spring B Year 6 Summer B
	that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous	Year 1 Autumn B Year 1 Spring A	Year 2 Autumn B Year 2 Spring A	Year 3 Autumn A Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A Year 4 Spring A	Year 5 Autumn A Year 5 Autumn B Year 5 Spring A Year 5 Spring B	Year 6 Autumn A Year 6 Autumn B Year 6 Spring B Year 6 Summer B
	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	Year 1 Autumn A Year 1 Autumn B Year 1 Spring A Year 1 Spring B Year 1 Summer A Year 1 Summer B	Year 2 Autumn A Year 2 Autumn B Year 2 Spring A Year 2 Spring B Year 2 Summer A Year 2 Summer B	Year 3 Autumn A Year 3 Autumn B Year 3 Spring A Year 3 Spring B Year 3 Summer A Year 3 Summer B	Year 4 Autumn A Year 4 Autumn B Year 4 Spring A Year 4 Spring B Year 4 Summer A Year 4 Summer B	Year 5 Autumn A Year 5 Autumn B Year 5 Spring A Year 5 Spring B Year 5 Summer A Year 5 Summer B	Year 6 Autumn A Year 6 Autumn B Year 6 Spring A Year 6 Spring B Year 6 Summer A Year 6 Summer B
	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met		Year 2 Spring A	Year 3 Autumn A Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A Year 4 Spring A Year 4 Summer A	Year 5 Autumn A Year 5 Autumn B Year 5 Spring A Year 5 Spring B Year 5 Summer A Year 5 Summer B	Year 6 Autumn A Year 6 Autumn B Year 6 Spring B Year 6 Summer B
	how information and data is shared and used online	Year 1 Spring A Year 1 Spring B	Year 2 Autumn B Year 2 Spring A	Year 3 Autumn A Year 3 Spring A Year 3 Spring B Year 3 Summer A	Year 4 Autumn A Year 4 Autumn B Year 4 Spring A Year 4 Summer A	Year 5 Autumn A Year 5 Spring A Year 5 Spring B Year 5 Summer B	Year 6 Autumn A Year 6 Autumn B Year 6 Spring A Year 6 Summer A Year 6 Summer B
	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Year 1 Spring A	Year 2 Autumn B Year 2 Spring A	Year 3 Autumn A Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A Year 4 Spring A	Year 5 Autumn A Year 5 Autumn B Year 5 Spring A Year 5 Spring B	Year 6 Autumn A Year 6 Autumn B Year 6 Spring B Year 6 Summer B
	about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe		Year 2 Spring A	Year 3 Autumn B Year 3 Spring A Year 3 Spring B	Year 4 Autumn A Year 4 Spring A	Year 5 Autumn A Year 5 Spring A Year 5 Spring B	Year 6 Autumn A Year 6 Autumn B Year 6 Spring A Year 6 Spring B Year 6 Summer B

Relationships and Sex Education (RSE) and Health Education 2025 Curriculum in England (Primary)							
Specific objectives for Online Relationships and Internet Safety and Harms are highlighted in yellow.							
In addition, other RSHE objectives are highlighted in green where Online Safety messages are relevant and should be embedded.							
		ActiveBYTES Year 1	ActiveBYTES Year 2	ActiveBYTES Year 3	ActiveBYTES Year 4	ActiveBYTES Year 5	ActiveBYTES Year 6
Being safe	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact		Year 2 Spring A	Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A Year 4 Spring A	Year 5 Autumn A Year 5 Spring A Year 5 Spring B	Year 6 Autumn A Year 6 Autumn B Year 6 Spring B Year 6 Summer B
	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know		Year 2 Spring A	Year 3 Autumn A Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A Year 4 Spring A	Year 5 Autumn A Year 5 Spring A Year 5 Spring B	Year 6 Autumn A Year 6 Autumn B Year 6 Spring B Year 6 Summer B
	how to recognise and report feelings of being unsafe or feeling bad about any adult		Year 2 Autumn A	Year 3 Autumn A Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A Year 4 Spring A	Year 5 Autumn A Year 5 Spring A Year 5 Spring B	Year 6 Autumn A Year 6 Autumn B Year 6 Spring B Year 6 Summer B
	how to ask for advice or help for themselves or others, and to keep trying until they are heard,	Year 1 Autumn A Year 1 Autumn B	Year 2 Spring A	Year 3 Autumn A Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A Year 4 Spring A	Year 5 Autumn A Year 5 Autumn B Year 5 Spring A Year 5 Spring B	Year 6 Autumn A Year 6 Autumn B Year 6 Spring B Year 6 Summer B
	how to report concerns or abuse, and the vocabulary and confidence needed to do so	Year 1 Autumn A Year 1 Autumn B	Year 2 Autumn B	Year 3 Autumn A Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A Year 4 Spring A	Year 5 Autumn A Year 5 Autumn B Year 5 Spring A Year 5 Spring B Year 5 Summer A	Year 6 Autumn A Year 6 Autumn B Year 6 Spring B Year 6 Summer B
	where to get advice, for example family, school or other sources	Year 1 Autumn A Year 1 Autumn B	Year 2 Autumn A Year 2 Autumn B	Year 3 Autumn A Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A Year 4 Spring A	Year 5 Autumn A Year 5 Autumn B Year 5 Spring A Year 5 Spring B Year 5 Summer A	Year 6 Autumn A Year 6 Autumn B Year 6 Spring B Year 6 Summer B

Relationships and Sex Education (RSE) and Health Education 2025 Curriculum in England (Primary)							
Specific objectives for Online Relationships and Internet Safety and Harms are highlighted in yellow.							
In addition, other RSHE objectives are highlighted in green where Online Safety messages are relevant and should be embedded.							
		ActiveBYTES Year 1	ActiveBYTES Year 2	ActiveBYTES Year 3	ActiveBYTES Year 4	ActiveBYTES Year 5	ActiveBYTES Year 6
Mental wellbeing	that mental wellbeing is a normal part of daily life, in the same way as physical health	Year 1 Summer B	Year 2 Summer B	Year 3 Summer B	Year 4 Summer B	Year 5 Spring B Year 5 Summer A	Year 6 Autumn A Year 6 Summer A Year 6 Summer B
	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations						
	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings						
	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate						
	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Year 1 Summer B	Year 2 Summer B	Year 3 Summer B	Year 4 Summer B	Year 5 Autumn A	Year 6 Autumn A Year 6 Summer B
	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests						
	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support						
	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Year 1 Autumn B	Year 2 Autumn B	Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A	Year 5 Autumn A Year 5 Autumn B Year 5 Spring A Year 5 Spring B Year 5 Summer A	Year 6 Autumn A Year 6 Summer B
	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	Year 1 Autumn A	Year 2 Autumn A	Year 3 Autumn A	Year 4 Autumn A Year 4 Summer B	Year 5 Autumn A Year 5 Autumn B Year 5 Spring A Year 5 Spring B Year 5 Summer A	Year 6 Autumn A Year 6 Summer B
	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough						
Internet safety and	that for most people the internet is an integral part of life and has many benefits	Year 1 Autumn A Year 1 Autumn B Year 1 Spring A Year 1 Spring B Year 1 Summer A Year 1 Summer B	Year 2 Autumn A Year 2 Autumn B Year 2 Spring A Year 2 Spring B Year 2 Summer A Year 2 Summer B	Year 3 Autumn A Year 3 Autumn B Year 3 Spring A Year 3 Spring B Year 3 Summer A Year 3 Summer B	Year 4 Autumn A Year 4 Autumn B Year 4 Spring A Year 4 Spring B Year 4 Summer A Year 4 Summer B	Year 5 Autumn A Year 5 Autumn B Year 5 Spring A Year 5 Spring B Year 5 Summer A Year 5 Summer B	Year 6 Autumn A Year 6 Autumn B Year 6 Spring A Year 6 Spring B Year 6 Summer A Year 6 Summer B
	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	Year 1 Summer B	Year 2 Summer A Year 2 Summer B	Year 3 Autumn A Year 3 Summer B	Year 4 Summer B	Year 5 Summer B	Year 6 Autumn A Year 6 Summer B
	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	Year 1 Spring A	Year 2 Autumn B Year 2 Spring A	Year 3 Autumn A Year 3 Autumn B Year 3 Spring A Year 3 Spring B	Year 4 Autumn A Year 4 Spring A	Year 5 Autumn A Year 5 Spring A Year 5 Spring B Year 5 Summer A	Year 6 Autumn A Year 6 Spring A Year 6 Spring B Year 6 Summer B
	why social media, some computer games and online gaming, for example, are age restricted	Year 1 Autumn A	Year 2 Summer A	Year 3 Autumn A Year 3 Spring B	Year 4 Summer B	Year 5 Autumn A	Year 6 Autumn A Year 6 Spring B Year 6 Summer B

Relationships and Sex Education (RSE) and Health Education 2025 Curriculum in England (Primary)							
Specific objectives for Online Relationships and Internet Safety and Harms are highlighted in yellow.							
In addition, other RSHE objectives are highlighted in green where Online Safety messages are relevant and should be embedded.							
		ActiveBYTES Year 1	ActiveBYTES Year 2	ActiveBYTES Year 3	ActiveBYTES Year 4	ActiveBYTES Year 5	ActiveBYTES Year 6
Internet harms	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	Year 1 Autumn A Year 1 Spring A Year 1 Summer A	Year 2 Autumn B Year 2 Spring A	Year 3 Autumn A Year 3 Autumn B Year 3 Spring B	Year 4 Autumn A Year 4 Spring A	Year 5 Autumn A Year 5 Autumn B Year 5 Spring A Year 5 Spring B Year 5 Summer A	Year 6 Autumn A Year 6 Spring A Year 6 Summer B
	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Year 1 Summer A	Year 2 Summer A Year 2 Spring B	Year 3 Autumn A Year 3 Autumn B Year 3 Summer A	Year 4 Autumn B Year 4 Spring B Year 4 Summer A	Year 5 Autumn A Year 5 Summer A	Year 6 Autumn A Year 6 Spring A Year 6 Summer A Year 6 Summer B
	where and how to report concerns and get support with issues online	Year 1 Autumn A Year 1 Autumn B Year 1 Spring A Year 1 Spring B Year 1 Summer A Year 1 Summer B	Year 2 Autumn A Year 2 Autumn B Year 2 Spring A Year 2 Spring B Year 2 Summer A Year 2 Summer B	Year 3 Autumn A Year 3 Autumn B Year 3 Spring A Year 3 Spring B Year 3 Summer A Year 3 Summer B	Year 4 Autumn A Year 4 Autumn B Year 4 Spring A Year 4 Spring B Year 4 Summer A Year 4 Summer B	Year 5 Autumn A Year 5 Autumn B Year 5 Spring A Year 5 Spring B Year 5 Summer A Year 5 Summer B	Year 6 Autumn A Year 6 Autumn B Year 6 Spring A Year 6 Spring B Year 6 Summer A Year 6 Summer B
Physical health and fitness	the characteristics and mental and physical benefits of an active lifestyle	Year 1 Summer B	Year 2 Summer B	Year 3 Autumn A Year 3 Summer B	Year 4 Summer B	Year 5 Autumn A	Year 6 Autumn A Year 6 Summer B
	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	Year 1 Summer B	Year 2 Summer B	Year 3 Autumn A Year 3 Summer B	Year 4 Summer B	Year 5 Autumn A	Year 6 Autumn A Year 6 Summer B
	the risks associated with an inactive lifestyle (including obesity)	Year 1 Summer B	Year 2 Summer B	Year 3 Autumn A Year 3 Summer B	Year 4 Summer B	Year 5 Autumn A	Year 6 Autumn A Year 6 Summer B
	how and when to seek support including which adults to speak to in school if they are worried about their health						
Healthy eating	what constitutes a healthy diet (including understanding calories and other nutritional content)						
	the principles of planning and preparing a range of healthy meals						
	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)						
Drugs, alcohol and tobacco	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking						
Health and prevention	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body						
	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer						
	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	Year 1 Summer B	Year 2 Summer B	Year 3 Summer B	Year 4 Summer B	Year 5 Autumn A	Year 6 Autumn A Year 6 Summer B
	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist						
	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing						
	the facts and science relating to allergies, immunisation and vaccination						
Basic life	how to make a clear and efficient call to emergency services if necessary						

Relationships and Sex Education (RSE) and Health Education 2025 Curriculum in England (Primary)							
Specific objectives for Online Relationships and Internet Safety and Harms are highlighted in yellow.							
In addition, other RSHE objectives are highlighted in green where Online Safety messages are relevant and should be embedded.							
		ActiveBYTES Year 1	ActiveBYTES Year 2	ActiveBYTES Year 3	ActiveBYTES Year 4	ActiveBYTES Year 5	ActiveBYTES Year 6
id first Changing adolescent body	concepts of basic first-aid, for example dealing with common injuries, including head injuries						
	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						
	about menstrual wellbeing including the key facts about the menstrual cycle						