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How does Natterhub fit with RSHE?

Natterhub lessons are mapped against all RSHE targets from both online and offline perspectives. Natterhub enables children to understand the impact of technology on all of the statutory targets. By the end of Primary:

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Relationships

Families and people who care for me: Pupils should know…

✓	Statement	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
✓	that families are important for children growing up because they can give love, security and stability.					✓				
✓	the characteristics of a healthy family life, commutoment 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,			✓						
✓	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.		✓			✓	✓	✓		

Caring friendships: Pupils should know…

✓	Statement	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
✓	how important friendships are in making us feel happy and secure, and how people choose and make friends.					✓	✓			
✓	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.		✓			✓	✓			
✓	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.					✓		✓		
✓	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.					✓	✓	✓		

Respectful relationships: Pupils should know…

✓	Statement	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
✓	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.	✓				✓	✓	✓		
✓	practical steps they can take in a range of different contexts to improve or support respectful relationships.	✓				✓	✓			
✓	the conventions of courtesy and manners.	✓	✓			✓		✓		
✓	the importance of self-respect and how this links to their own happiness.		✓			✓	✓			
✓	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.		✓			✓	✓			
✓	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.						✓	✓	✓	

Online relationships: Pupils should know…

✓	Statement	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
✓	that people sometimes behave differently online, including by pretending to be someone they are not.		✓				✓			
✓	that the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous.		✓			✓		✓	✓	
✓	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.		✓			✓		✓	✓	
✓	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.							✓	✓	
✓	how information and data is shared and used online.				✓		✓		✓	

Being safe: Pupils should know…

✓	Statement	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
✓	what sorts of boundaries are appropriate in friendships with peers and others						✓			
✓	about the concept of privacy and the implications of it for both children and adults; including what is is not always right to keep secrets if they relate to being safe						✓	✓	✓	
✓	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.									✓
✓	how to respond safely and appropriately to adults they may encounter whom they do not know.	✓	✓						✓	
✓	how to recognise and report feelings of being unsafe, and to keep trying until they are heard.					✓	✓		✓	
✓	how to report concerns or abuse, and the vocabulary and confidence needed to do so.		✓				✓		✓	
✓	where to get advice e.g. family, school and/or other sources.		✓			✓	✓		✓	

Physical Health and Mental Wellbeing

Mental wellbeing: Pupils should know…

✓	Statement	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
✓	that mental wellbeing is a normal part of daily life, in the same way as physical health						✓			
✓	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				✓					
✓	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					✓				
✓	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)		✓	✓		✓			✓	
✓	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			✓		✓				

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Natterhub Badges

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
Internet Safety and Harms: Pupils should know...									
that for most people the internet is an integral part of life and has many benefits	✓	✓		✓		✓		✓	
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	✓	✓	✓	✓		✓			
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	✓	✓		✓	✓	✓	✓	✓	
why social media, some computer games and online gaming, for example, are age restricted							✓	✓	
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	✓	✓	✓		✓	✓		✓	
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted				✓		✓	✓	✓	
where and how to report concerns and get support with issues online		✓	✓				✓	✓	
Physical Health and Fitness: Pupils should know...									
the characteristics and mental and physical benefits of an active lifestyle			✓						
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			✓						
the risks associated with an inactive lifestyle (including obesity)			✓						
how and when to seek support including which adults to speak to in school if they are worried about their health		✓			✓				
Healthy Eating: Pupils should know...									
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: Pupils should know...									
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking									✓
Health and Prevention: Pupils should know...									
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					✓				✓
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 First Aid: Pupils should know...									
how to make a clear and efficient call to emergency services if necessary									✓
concepts of basic first-aid, for example dealing with common injuries, including head injuries									✓
Changing Adolescent Body: Pupils should know...									
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									✓

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How does Natterhub fit with UKCIS - Education for a Connected World?

Natterhub Badges

Natterhub meets all UKCIS targets from 'Education for a Connected World' for ages 4-7 and 7-11

4-7

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
Self-image and Identity									
☑ 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, embarassed or upset.	☑								
☑ I can recognise that there may be people online who could make someone feel sad, embarassed or upset.	☑		☑	☑	☑				
☑ 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.		☑						☑	
☑ I can explain how other people may look and act differently online and offline.		☑				☑	☑		
☑ I can give examples of issues that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.		☑			☑				
Online Relationships									
☑ I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know.		☑		☑		☑		☑	
☑ I can recognise some ways in which the internet can be used to communicate.	☑						☑		
☑ I can give examples of how I might use technology to communicate with people I know.	☑	☑	☑						
☑ I can give examples of when I should ask permission to do something online and examples of why this is important.					☑		☑	☑	
☑ I can use the internet with adult support to communicate with people I know (eg. video call apps of services).	☑								
☑ I can explain why it is important to be considerate and kind to people online and to respect their choices.	☑				☑		☑		
☑ I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	☑	☑			☑		☑		
☑ 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.	☑				☑		☑		
☑ I can explain who I should ask before sharing things about myself or others online.		☑		☑	☑				
☑ 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.	☑				☑	☑	☑	☑	
☑ 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 of don't want to do.			☑			☑	☑	☑	
☑ I can identify who can help me if something happens online without my consent.		☑		☑			☑	☑	
☑ 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.				☑	☑		☑		
☑ I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.		☑					☑	☑	
Online Reputation									
☑ I can identify ways that I can put information on the internet.		☑		☑			☑	☑	
☑ I can recognise that information can stay online and could be copied.		☑		☑		☑	☑	☑	
☑ I can describe what information I should not put online without asking a trusted adult first.		☑		☑			☑	☑	
☑ I can explain how information is put online about someone can last for a long time.		☑		☑			☑		
☑ I can describe how anyone's online information could be seen by others.		☑		☑			☑	☑	
☑ I know who to talk to if something has been put online without consent or if it's incorrect.		☑					☑	☑	
Online Bullying									
☑ I can describe ways that some people can be unkind online.	☑				☑		☑		
☑ I can offer examples of how this can make others feel.	☑				☑				
☑ I can describe how to behave online in ways that so not upset others and can give examples.	☑				☑		☑		
☑ I can explain what bullying is, how people may bully others and how bullying can make someone feel.	☑				☑		☑		
☑ I can explain why anyone who experiences bullying is not to blame.					☑		☑		
☑ I can talk about how anyone experiencing bullying can get help.		☑			☑		☑		
Managing Online Information									
☑ I can talk about how to use the internet as a way of finding information online.				☑		☑			
☑ I can identify devices I could use to access information on the internet.				☑		☑			
☑ I can give simple examples of how to find information using digital technologies.				☑		☑			
☑ 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				☑		☑	☑		
☑ I know how to get help from a trusted adult if we see content that make us feel sad, uncomfortable, worried or frightened.		☑		☑			☑	☑	
☑ I can use simple keywords in a search engine.				☑		☑			
☑ I can demonstrate how to navigate a simple webpage to get information I need.				☑		☑			
☑ I can explain what voice activated searching is an how it might be used, and know it is not a real person.				☑		☑			
☑ I can explain the difference between things that are imaginary and things that are real.				☑		☑	☑		
☑ I can explain why some information I find online may not be real or true.				☑		☑	☑		

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	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
Health, well-being and lifestyle									
☑ I can identify rules that help keep is safe and healthy in and beyond the home when using technology.			☑				☑	☑	
☑ I can give some simple examples of these rules.			☑				☑	☑	
☑ I can explain rules to keep myself safe when using technology both in and beyond the home.			☑				☑	☑	
☑ I can explain simple guidance for using technology in different environments and settings.			☑				☑	☑	
☑ I can say how those rules/guides can help anyone accessing online technologies.			☑				☑	☑	
Privacy and Security									
☑ I can identify some simple examples of my personal information.								☑	
☑ I can describe who would be trustworthy to share this information with; I can explain why they are trusted.		☑					☑	☑	
☑ I can explain that passwords are used to protect inforamtion, accounts and devices.								☑	
☑ I can recognise more detailed examples of information that is personal to someone.								☑	
☑ I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.		☑					☑	☑	
☑ I can explain and give examples of what is meant by 'private' and 'keeping things private'.								☑	
☑ I can describe and explain some rules for keeping personal information private.								☑	
☑ I can explain how some people may have devices in their homes connected to the internet and give examples.								☑	
Copyright and Ownership									
☑ I know that work I create belongs to me.			☑				☑		
☑ I can name my work so that others know it belongs to me.			☑				☑		
☑ I can explain why work I create using technology belongs to me.			☑				☑		
☑ I can say why it belongs to me.			☑				☑		
☑ I can save my work under a suitable title/name so that others know it belongs to me,			☑				☑		
☑ I understand that work created by others does not belong to me even if I save a copy.			☑				☑		
☑ I can recognise that content on the internet may belong to other people.			☑				☑		
☑ I can describe why other people's work belongs to them.			☑				☑		

7-11

Self-image and Identity

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
☑ I can explain what is meant by the term 'identity'		☑					☑		
☑ I can explain how people can represent themselves in different ways online.		☑				☑	☑		
☑ I can explain ways in which someone might change their identity depending on what they are doing online and why.		☑				☑	☑		
☑ I can explain how my online identity can be different to my offline identity.		☑	☑			☑	☑		
☑ I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others percieve them. I can explain that others online can pretened to be someone else, including my friends, and can suggest reasons why they might do this.		☑	☑			☑	☑		
☑ I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.		☑				☑	☑		
☑ I can explain how identity online can be copied, modified or altered.		☑				☑		☑	
☑ I can demonstrate how to make responsible choices about having an online identity, depending on context.		☑					☑		
☑ 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.		☑					☑		
☑ I can challenge and explain why it is important to reject inappropriate messages online.	☑	☑		☑		☑		☑	
☑ 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. I can explain the importance of asking until I get the help needed.		☑	☑		☑		☑		

Online Relationships

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
☑ I can describe ways people who have similar likes and interest can get together online.	☑			☑					
☑ I can give examples of technology-specific forms of communication (eg. emojis, acronyms, text speak.)	☑								
☑ I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	☑						☑	☑	
☑ I can explain what is meant by 'trusting someone' online. I can explain 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.	☑						☑	☑	
☑ I can describe strategies for safe and fun experiences in a range of online social environments.	☑						☑	☑	
☑ I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	☑				☑		☑		

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	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
I can explain why someone may change their mind about trusting someone if they feel nervous, uncomfortable or worried.		✓			✓	✓			
I can explain how someone's feelings can be hurt by what is said or written online.	✓				✓		✓		
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.		✓					✓		
I can explain that there are some people I communicate with online who may want to do me or my friends harm. I Can recognise that this is not my/our fault.	✓						✓		
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.		✓			✓		✓		
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.	✓	✓			✓		✓		
I can show I understand my responsibilities for the wellbeing of others in my online social group.	✓	✓	✓			✓			
I can demonstrate how to support others online.	✓	✓			✓		✓		
I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.		✓					✓		
I can explain how sharing something online may have an impact either positively or negatively.					✓		✓		
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.		✓			✓		✓		
I can explain how things shared privately online can have unintended consequences for others.		✓			✓		✓		
I can explain that taking or sharing inappropriate images of someone, even if they say it's okay, may have an impact for the sharer and others; and who can help if someone is worried about this.		✓			✓		✓		

Online Reputation

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
I can explain how to search for information about others online.		✓							
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.		✓				✓		✓	
I can explain who someone can ask if they are unsure about putting something online.		✓					✓	✓	
I can describe how to find out information about others by searching online.		✓				✓			
I can explain ways that some of the information about anyone online could have been created, copied or shared by others.		✓				✓			
I can search for information about an individual online and create summarise the information found.		✓							
I can describe way that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.		✓							
I can explain the ways in which anyone can develop a positive online reputation.		✓			✓				
I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including their degrees of anonymity.	✓	✓		✓	✓		✓		

Online Bullying

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
I can give examples of how bullying behaviour could apear online and how someone can get support.						✓			
I can describe appropriate ways to behave towards other people online and why this is important.	✓			✓		✓	✓	✓	
I can describe ways people can be bullied through a range of media.						✓			
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).	✓	✓	✓		✓	✓	✓		
I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.		✓					✓		
I can describe how what one person perceives as playful, joking and teasing might be experienced by others as bullying.	✓	✓			✓		✓		
I can recognise when someone is upset, hurt or angry online.					✓				
I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.					✓		✓		
I can identify a range of ways to report concerns and access support both in school and at home about online bullying.		✓							
I can explain how to block abusive users.				✓	✓			✓	
I can describe the helpline services which can help people experiencing bullying, and how to access them.					✓		✓		
I can describe how to capture bullying content as evidence (screen-grab, URL, profile) to share with others who can help me.					✓		✓	✓	
I can explain how someone would report online bullying in different contexts.					✓		✓		

Managing Online Information

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
I can demonstrate how to use key phrases in search engines to gater accurate information online.	✓			✓		✓			
I can explain what autocomplete is and how to choose the best suggestion.						✓			
I can explain how the internet can be used to sell and buy things.						✓			
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 and news stories.	✓	✓				✓			
I can analyse information to make a judgement about probably accuracy and I understand why it is important to make my own decisions regarding content and that me decisions are respected by others.				✓		✓			
I can describe how I can search for information within a wide group of technologies and make a judgement about the probably accuraycy.				✓		✓			
I can describe some of the methods used to encourage people to buy things online and can recognise some of these when they appear online.						✓			
I can explain that technology can be designed to act like or impersonate living things and describe what the benefits and the risks might be.							✓	✓	
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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	Statement	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
✓	I can explain why lots of people sharing the same opinions or beliefs online does not make those opinion or beliefs true		✓				✓			
✓	I can explain the benefits and limitations of using different types of search technologies e.g. voice avtivation search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result.		✓					✓		
✓	I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be sceptical.		✓				✓			
✓	I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.		✓				✓		✓	
✓	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.						✓			
✓	I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.		✓				✓	✓		
✓	I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.	✓	✓		✓					
✓	I can identify ways the internet can draw ius to information for different agendas, e.g. website notifications, pop-ups and targeted ads.						✓	✓		
✓	I can use search technologies effectively.				✓		✓			
✓	I can explain how search engines work and how results are selected and ranked.						✓			
✓	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.		✓				✓			
✓	I can define the terms 'influence/, 'manipulation' and 'persuasion' and explain how I might encounter these online.	✓					✓			
✓	I can demonstrate how to analyse and evaluate the validity of 'fact's and I can explain why using these strategies are important.						✓			
✓	I can identify, flag and report inappropriate content.						✓		✓	
✓	I understand the concept of persuasive design and how it can be used to influence peoples' choices.		✓				✓	✓		
✓	I can describe ways on identifying when online content has been commercially sponsored or boosted. I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.		✓			✓	✓	✓	✓	
✓	I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.		✓			✓	✓			
✓	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.		✓				✓	✓	✓	
✓	I can describe the difference between online misinformation and dis-information.		✓				✓	✓		

Health, Well-being and Lifestyle

	Statement	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
✓	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 activiites where it is easy to spent a lot of time engaged.		✓	✓				✓		
✓	I can explain why some online activiites have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or fo something online that makes me feel uncomfortable.		✓					✓	✓	
✓	I can explain how using technology can distract me from other things, in both a positive and negative way.		✓	✓						
✓	I can identify times or situations when someone might need to limit the amount of time I use technology e.g. I can suggest strategies to help with limiting this time.		✓	✓						
✓	I can describe way technology can affect health and wellbeing both positively and negatively.		✓	✓						
✓	I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.		✓	✓						
✓	I recognise the benefits and risks of accessing information about health and wellbeing online and how we should balance this with talking to trusted adults and professionals.			✓		✓		✓		
✓	I can explain how and why some apps and games may request or take payment for addition content and explain the importance of seeking permission from a trusted adult before purchasing.		✓				✓	✓	✓	
✓	I recognise and can discuss the pressures that technology can place on someone and how/when they could manage this.			✓		✓				
✓	I can recognise features of persuasive design and how they are used to keep users engaged.						✓	✓		
✓	I can describe common systems that regulate age-related content (PEGI, BBFC, parental warnings) and describe their purpose.		✓	✓				✓	✓	
✓	I can assess and action different strategies to limit the impact of technology on my health.		✓	✓						
✓	I can explain the importance of self-regulating my use of technology; I can demonstrate these strategies I use to do this.		✓	✓						

Privacy and Security

	Statement	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
✓	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.						✓	✓	✓	
✓	I can describe simple strategies for creating and keeping passwords private.								✓	
✓	I can describe how connected devices can collect and share anyone's information with others.								✓	
✓	I can describe strategies for keeping personal information private, depending on context.						✓		✓	
✓	I can explain that internet use is never fully private and is monitored, e.g. adult supervision.				✓				✓	
✓	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.		✓				✓		✓	
✓	I know what the digital age of consent is and the impact this has on onloine services asking for consent.		✓				✓		✓	
✓	I can explain what a strong password is and demonstrate how to create one.								✓	
✓	I can explain how many free apps or servces may read and share my private inforantion with others.								✓	
✓	I can describe effective ways people can manage passwords.								✓	
✓	I can explain what to do if a password is shared, lost or stolen.								✓	
✓	I can describe how and why people should keep their software and apps up to date.							✓	✓	
✓	I can explain what app permissions are and can give some examples.								✓	
✓	I know that online services have terms and conditions that govern their use.							✓	✓	

How does Natterhub fit with UKCIS - Education for a Connected World?

Natterhub meets all UKCIS targets from 'Education for a Connected World' for ages 4-7 and 7-11

Natterhub Badges

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
✓ I can describe simple ways to increase privacy on aps and services that provide privacy settings.								✓	
✓ I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help my identify such content.						✓		✓	

Copyright and Ownership

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
✓ I can explain why copying some else's work from the internet without permission isn't fair and can explain what problems this might cause.	✓			✓		✓	✓		
✓ I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.		✓					✓		
✓ When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to use it; I can give examples of this.				✓		✓	✓		
✓ I can assess and justify when it is acceptable to use the work of others.		✓		✓		✓	✓	✓	
✓ I can give examples of content that is permitted to be reused and know how this content can be found online.		✓		✓		✓	✓	✓	
✓ I can demonstrate the use of search tools to find and access online content which can be reused by others				✓		✓	✓	✓	
✓ I can demonstrate how to make references to and acknowledge sources I have used from the internet.				✓		✓	✓		

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How does Natterhub fit with Computing?	Natterhub Badges								
	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing

KS1

Pupils should be taught:

		Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions									
	create and debug simple programs									
	use logical reasoning to predict the behaviour of simple programs									
☑	use technology purposefully to create, organise, store, manipulate and retrieve digital content	☑	☑	☑	☑	☑	☑	☑	☑	☑
☑	recognise common uses of information technology beyond school	☑	☑	☑	☑	☑	☑	☑	☑	☑
☑	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.	☑	☑	☑	☑	☑	☑	☑	☑	☑

KS2

Pupils should be taught:

		Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts									
	use sequence, selection, and repetition in programs; work with variables and various forms of input and output									
	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs									
☑	understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	☑	☑	☑	☑	☑	☑	☑	☑	☑
☑	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	☑	☑	☑	☑	☑	☑	☑	☑	☑
☑	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	☑	☑	☑	☑	☑	☑	☑	☑	☑
☑	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	☑	☑	☑	☑	☑	☑	☑	☑	☑

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How does Natterhub fit with Citizenship?	Natterhub Badges								
	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing

KS1

Developing confidence and responsibility and making the most of their abilities
Pupils should be taught:

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
☑ to recognise what they like and dislike, what is fair and unfair, and what is right and wrong	☑	☑		☑	☑				
☑ to share their opinions on things that matter to them and explain their views	☑	☑		☑					
☑ to recognise, name and deal with their feelings in a positive way	☑	☑			☑				
☑ to think about themselves, learn from their experiences and recognise what they are good at	☑	☑	☑	☑	☑				
☑ how to set simple goals		☑	☑						

Preparing to play an active role as citizens
Pupils should be taught:

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
☑ to take part in discussions with one other person and the whole class	☑	☑							
☑ to take part in a simple debate about topical issues	☑	☑				☑			
☑ to recognise choices they can make, and recognise the difference between right and wrong	☑	☑	☑		☑	☑			
☑ to agree and follow rules for their group and classroom, and understand how rules help them								☑	
☑ to realise that people and other living things have needs, and that they have responsibilities to meet them				☑		☑			
☑ that they belong to various groups and communities, such as family and school		☑							
what improves and harms their local, natural and built environments and about some of the ways people look after them									
☑ to contribute to the life of the class and school	☑	☑	☑	☑	☑				
☑ to realise that money comes from different sources and can be used for different purposes									☑

Developing a healthy, safer lifestyle
Pupils should be taught:

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
☑ how to make simple choices that improve their health and wellbeing	☑		☑		☑	☑			☑
☑ to maintain personal hygiene									☑
☑ how some diseases spread and can be controlled									☑
☑ about the process of growing from young to old and how people's needs change									☑
☑ the names of the main parts of the body									☑
☑ that all household products, including medicines, can be harmful if not used properly									☑
☑ rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe								☑	☑

Developing good relationships and respecting the differences between people
Pupils should be taught:

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
☑ to recognise how their behaviour affects other people		☑							
☑ to listen to other people, and play and work cooperatively	☑	☑							
☑ to identify and respect the differences and similarities between people						☑			
☑ that family and friends should care for each other						☑			
☑ that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying	☑	☑		☑		☑	☑		

Breadth of Opportunities
During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
☑ take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well)		☑					☑	☑	
☑ feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves)		☑	☑		☑				
☑ take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from')	☑			☑		☑			
☑ make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly)	☑		☑		☑	☑		☑	
☑ meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse)		☑							
☑ develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task)	☑	☑				☑			
☑ consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)	☑	☑					☑		
☑ ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)	☑	☑		☑		☑	☑	☑	

KS2

Developing confidence and responsibility and making the most of their abilities
Pupils should be taught:

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
☑ to talk and write about their opinions, and explain their views, on issues that affect themselves and society	☑			☑			☑		

How does Natterhub fit with Citizenship?

Natterhub Badges

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals		✓	✓	✓	✓		✓		
to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action			✓	✓			✓		
to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way									
about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future									
to look after their money and realise that future wants and needs may be met through saving									

Preparing to play an active role as citizens

Pupils should be taught:

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
to research, discuss and debate topical issues, problems and events	✓					✓	✓		
why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules							✓	✓	
to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities	✓				✓				
that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other				✓					
to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences		✓			✓				
to resolve differences by looking at alternatives, making decisions and explaining choices	✓			✓		✓	✓		
what democracy is, and about the basic institutions that support it locally and nationally									
to recognise the role of voluntary, community and pressure groups									
to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom									
that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;									
to explore how the media present information							✓	✓	

Developing a healthy, safer lifestyle

Pupils should be taught:

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices			✓						✓
that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread									✓
about how the body changes as they approach puberty									✓
which commonly available substances and drugs are legal and illegal, their effects and risks									✓
to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable		✓		✓			✓		✓
that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong		✓		✓		✓	✓		✓
school rules about health and safety, basic emergency aid procedures and where to get help		✓		✓		✓		✓	✓

Developing good relationships and respecting the differences between people

Pupils should be taught:

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view		✓			✓		✓		
to think about the lives of people living in other places and times, and people with different values and customs		✓			✓		✓		
to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships					✓				
to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help	✓				✓	✓			
to recognise and challenge stereotypes					✓	✓	✓		
that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability		✓			✓				
where individuals, families and groups can get help and support.	✓	✓							

Breadth of Opportunities

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to

	Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school)		✓		✓			✓	✓	
feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take)		✓	✓		✓				
participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting)	✓	✓		✓					
make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)	✓			✓		✓	✓		
meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers)									
develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters)	✓	✓	✓						
consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment);	✓			✓		✓			

How does Natterhub fit with Citizenship?

Natterhub Badges

		Chat It	Think It	Balance It	Learn It	Feel It	Question It	Mind It	Secure It	Wellbeing
☑	find information and advice (for example, through helplines; by understanding about welfare systems in society)	☑	☑							
☑	prepare for change (for example, transferring to secondary school.)									☑