**Computing**

**Skills and Knowledge Progression**

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| **Computing - EYFS** | | |
| **Area Link** | **Key Idea** | **Associated Behaviours and Skills** |
| **Art, Design and Technology** | Children talk about processes when exploring their own creativity. They use recording devices and create digital images and animation. | * Make choices when being creative that include the use of technological equipment. * Explore ways in which technology can be used to create digital content, including sound, writing and drawing. * Begin to create digital content; text, drawing, pictures and sound using simple digital applications. * Edit simple text size, font and colour. * Capture digital and still images including using magnification and investigating the effect of light. * Edit the content and appearance of digital images using simple software or apps. * Use simple graphics and drawing/painting software/apps and tools to create digital drawings. * Investigate, listen and respond to a range of digital sound and music on varied devices, comparing this to live sound. * Capture their own sound and share with others. * Create simple tunes using digital resources. * Use simple software with speech support to help with reading. * Discuss similarities and differences in using digital and non-digital media and share what they have discovered. |
| **Book and Reading** | Children play phonics games on devices. They record sound effects for storytelling, and use CDs and other sound technologies. | * Realise that technology can be used to support a reading experience. * Be able to operate equipment. * Engage in open-ended activities through exploring cause and effect. * Focus on an activity for a length of time. * Explore ways in which technology can be used to create digital content, including writing and drawing. * Begin to create digital content; text, drawing, pictures and sound using simple digital applications. * Discuss similarities and differences in using digital and non-digital books and share what they have discovered. * Be able to choose a regular activity on a safe site via a hyperlink or icon. |
| **Construction** | Children take photographs and use sound recorders. They use technology to research and find out about structures, and use instructional language. | * Show satisfaction when printing plans, designs or photographs of completed models. * Engage in an open-ended activity using different technological resources such as a digital camera, sound recorder etc. * Persist with activities when challenges occur. * Show that they can use simple instructional language to control simple on screen and physical devices and explore and investigate digital toys. * Demonstrate the ability to operate the computer using different devices and input methods, including using a mouse, touch pad, buttons, switches and touch screen with increasing accuracy and independence. * Recognise that technology can be used to make things happen. * Investigate real, play and pretend digital devices and explain how they think they work. * Understand that applications have specific functions and often need to be used in a certain order. |
| **Fine Motor** | Children develop mouse skills and fine motor skills through using controls on technology devices. | * Show satisfaction and pride when using a piece of equipment effectively * Check they are using appropriate techniques to achieve a desired outcome. * Demonstrate the ability to persist when challenges occur. * Edit simple text size, font and colour. * Edit the content and appearance of digital images using simple software. * Use simple graphics and drawing/painting software and tools to create digital drawings. * To be able to use simple instructional language to play robots and to control simple on screen and physical devices. * Explore and investigate digital toys. * Develop skills to control the computer using different devices and input methods including use of mouse, touch pad, buttons, switches and touch screen with increasing accuracy and independence. * Explore and find out that different things happen based on the choice made. * Know that technology can be used to make things happen. |
| **Graphics** | Children use apps and software to create graphics. They develop typing skills and print their work. They develop their computing vocabulary. | * Realisation that technology can be used to support a writing experience. * Ability to operate equipment. * Demonstrate that they can engage in activities exploring cause and effect. * Focus on an activity for a length of time. * Recognise a range of technology is used in places such as homes and schools. * Begin to share their experiences of technology at home and school. * Engage in conversations about digital applications and respond using appropriate vocabulary. * Use a broad range of simple devices and applications appropriately with increasing independence. * Select an appropriate device for a chosen activity. * Use various keyboards (onscreen and physical), increasingly able to locate and type letters and numbers. |
| **Investigation** | Children use technology to collect data and present information. | * Showing active participation and interest when collecting data during a survey. * Show curiosity when using the equipment and resources. * Taking the initiative when deciding which resources to use * Record results of investigations. * Show, discuss and record an awareness of changes. * To know that different types of information can be searched using a range of digital and non-digital sources. * Find out information using simple navigation tools like arrows, onscreen instructions, icons, buttons, (talk about hyperlinks.) * Explore devices that monitor sound, light or temperature and make links to their own senses. * Explore and build simple onscreen pictograms with support. * Discuss the information displayed. * Select and use technology for particular purposes. * With increasing independence, type their first name, adding to digital work and beginning to use in logging on to the school network. * To know that technology can be used to find out. * Print work with support, talk about why we choose to print. * Save work with support, talk about why we choose to save. |
| **Music** | Children make sounds and music using technology. They develop vocabulary to describe sounds. | * Exploring new ways of making music and combining sounds. * Demonstrate that they understand cause and effect. * Show preferences when listening to different types of music or when making sounds using technological equipment. * Explore their creative skills when using equipment to create sounds and their own compositions. * Show pride in their achievements when presenting music they have composed to others. * Investigate, listen and respond to a range of digital sound and music on varied devices, comparing this to live sound (rhyme, sound, stories, and songs). * Capture their own sound and share with others. * Create simple tunes using digital resources. * Discuss similarities and differences in using digital and non-digital sounds and share what they have discovered. |
| **Role Play** | Children incorporate technology into their role-play, e.g. a cash till. They use instructional language and explore programmable devices such as floor robots. | * Show that they understand the uses of technology by incorporating props into their play. * Develop their imaginative role play by using technological devices. * Develop imaginative role play and recognise what the character might say or feel. * Show pride and confidence when developing imaginative play supported by props related to technology. * Talking about their activity and role play and sequencing their activity. * Use a karaoke device to sing to a tune on an outdoor stage or picnic. * To be able to use simple instructional language to play robots and to control simple on screen and physical devices. |
| **Small World Area** | Children use sound devices to record and play back appropriate sounds to enhance imaginative play. They explore digital toys and programmable devices, using instructional language and programming sequences. | * Use computing skills and equipment to record the representation of their experiences and imaginative creations. * Independently accessing technological equipment to enhance their imaginative play. * To be able to use simple instructional language to play robots and to control simple on screen and physical devices. * Explore and investigate digital toys. * Explore virtual worlds and compare these with real life situations or observations. * Capture images of their small world and add text, sound, music or drawing. * Create music and record this for impact. * Use physical sensing devices and apps to recognise changes around them can be recorded and monitored. |
| **Maths Area** | Children use simple software to explore numbers and sort objects. They use sound devices to record themselves talking about numbers, shapes and objects. | * Make choices when exploring an online number environment. * Begin to create digital content; numbers with pictures / painting- recording their voice describing a shape in a photo album, creating a digital image on an interactive whiteboard. * Drag and drop objects to help sort and sequence. * Label missing numbers on a number line. * Use pen tools to show their understanding of shapes and numbers. * Use paint to create one- to- one correspondence between drawings and numbers. * Investigate, listen and respond to a range of digital sound and music on varied devices, comparing this to live sound. * Capture their own sound and share with others. * Create graphs and pictograms by entering (inputting) their data and talking about the pictograms and graphs created. * Use simple software with speech support to help with number recognition. * Discuss similarities and differences in using digital and non-digital media and share what they have discovered. |

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| **Computing - Autumn Term** | | |
| **Year 1** | **Year 2** | **Year 3** |
| **Computing Systems and Networks/Technology around us.**  **Creating Media/ Digital Painting**   * Begin to explore digital texts, using varied devices and software to create digital content. * Investigate differences between input and output and hardware and software. * Explore the idea of a network related to computers at home and school, logging on to their area with support. * Use unplugged computing approaches to explore the devices they use. * Consider eSafe practice. * Describe what different freehand tools do. * Use the shape tool and the line tools * Make careful choices when painting a digital picture * Explain why I chose the tools I used * Use a computer on my own to paint a picture * Compare painting a picture on a computer and on paper | **Computing systems and networks – IT around us**  **Creating Media Digital Photography**   * Recognise the uses and features of information technology * Identify the uses of information technology in the school * Identify information technology beyond school * Explain how information technology helps us * Explain how to use information technology safely * Recognise that choices are made when using information technology * Use a digital device to take a photograph * Make choices when taking a photograph * Describe what makes a good photograph * Decide how photographs can be improved * Use tools to change an image * Recognise that photos can be changed | **Computing systems and networks – Connecting computers**  **Creating Media/ Animation**   * Explain how digital devices function * Identify input and output devices * Recognise how digital devices can change the way we work * Explain how a computer network can be used to share information * Explore how digital devices can be connected * Recognise the physical components of a network * Explain that animation is a sequence of drawings or photographs * Relate animated movement with a sequence of images * Plan an animation * Identify the need to work consistently and carefully * Review and improve an animation * Evaluate the impact of adding other media to an animation |
| **Skills**   * 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. | **Skills**   * 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. | **Skills**   * 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. |
| **Computing - Spring Term** | | |
| **Year 1** | **Year 2** | **Year 3** |
| **Creating Media/ Digital Writing**  **Data and Information/ Grouping Data**   * Build eSafe practice. * Use a computer to write * Add and remove text on a computer * Identify that the look of text can be changed on a computer * Make careful choices when changing text * Explain why I used the tools that I chose * Compare typing on a computer to writing on paper * Label objects * Identify that objects can be counted * Describe objects in different ways * Count objects with the same properties * Compare groups of objects * Answer questions about groups of objects | **Creatin Media/ Making Music**  **Data and Information Pictograms**   * Develop eSafe practice. * Say how music can make us feel * Identify that there are patterns in music * Show how music is made from a series of notes * Show how music is made from a series of notes * Create music for a purpose * Review and refine our computer work * Recognise that we can count and compare objects using tally charts * Recognise that objects can be represented as pictures * Create a pictogram * Select objects by attribute and make comparisons * Recognise that people can be described by attributes * Explain that we can present information using a computer | **Programming/ Sequence in Music**  **Data and Information/ Branching Databases**   * Explore a new programming environment * Identify that commands have an outcome * Explain that a program has a start * Recognise that a sequence of commands can have an order * Change the appearance of my project * Create a project from a task description * Create questions with yes/no answers * Identify the object attributes needed to collect relevant data * Create a branching database * Explain why it is helpful for a database to be well structured * Identify objects using a branching database * Compare the information shown in a pictogram with a branching database |
| **Skills**   * Use technology purposefully to create, organise, store, manipulate and retrieve digital content * 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. | **Skills**   * use technology purposefully to create, organise, store, manipulate and retrieve digital content * 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. | **Skills**   * 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 * 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 |
| **Computing - Summer Term** | | |
| **Year 1** | **Year 2** | **Year 3** |
| **Programming Moving a Robot**  **Programming Introduction to animation**   * Explain what a given command will do * Act out a given word * Combine forwards and backwards commands to make a sequence * Combine four direction commands to make sequences * Plan a simple program * Find more than one solution to a problem * Choose a command for a given purpose * Show that a series of commands can be joined together * Identify the effect of changing a value * Explain that each sprite has its own instructions * Design the parts of a project * Use my algorithm to create a program | **Programming/ Robot Algorithms**  **Programming/ An Introduction to Quizzes**   * Describe a series of instructions as a sequence * Explain what happens when we change the order of instructions * Use logical reasoning to predict the outcome of a program (series of commands) * Explain that programming projects can have code and artwork * Design an algorithm * Create and debug a program that I have written * Explain that a sequence of commands has a start * Explain that a sequence of commands has an outcome * Create a program using a given design * Change a given design * Create a program using my own design * Decide how my project can be improved | **Creating Media/ Desktop Publishing**  **Programming/ Events and Actions**   * Recognise how text and images convey information * Recognise that text and layout can be edited * Choose appropriate page settings * Add content to a desktop publishing publication * Consider how different layouts can suit different purposes * Consider the benefits of desktop publishing * Explain how a sprite moves in an existing project * Create a program to move a sprite in four directions * Adapt a program to a new context * Develop my program by adding features * Identify and fix bugs in a program * Design and create a maze-based challenge |
| **Skills**   * 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 * 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 * use technology purposefully to create, organise, store, manipulate and retrieve digital content | **Skills**   * Use logical reasoning to predict the behaviour of simple programs * Use technology purposefully to create, organise, store, manipulate and retrieve digital content * 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. | **Skills**   * 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 conten.t * 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 |

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| **Computing - Autumn Term** | | |
| **Year 4** | **Year 5** | **Year 6** |
| **Computing Systems and Networks/ The Internet**  **Creating Media/ Audio Editing**   * Describe how networks physically connect to other networks * Recognise how networked devices make up the internet * Outline how websites can be shared via the World Wide Web (WWW) * Describe how content can be added and accessed on the World Wide Web (WWW) * Recognise how the content of the WWW is created by people * Evaluate the consequences of unreliable content * Identify that sound can be digitally recorded * Use a digital device to record sound * Explain that a digital recording is stored as a file * Explain that audio can be changed through editing * Show that different types of audio can be combined and played together * Evaluate editing choices made | **Computing Systems and Networks/ Sharing Information**  **Creating Media/ Video Editing**   * Explain that computers can be connected together to form systems * Recognise the role of computer systems in our lives * Recognise how information is transferred over the internet * Explain how sharing information online lets people in different places work together * Contribute to a shared project online * Evaluate different ways of working together online * Explain what makes a video effective * Identify digital devices that can record video * Capture video using a range of techniques * Create a storyboard * Identify that video can be improved through reshooting and editing * Consider the impact of the choices made when making and sharing a video | **Computing Systems and Networks/ Communication**  **Creating Media/ Web Page Creation**   * Identify how to use a search engine * Describe how search engines select results * Explain how search results are ranked * Recognise why the order of results is important, and to whom * Recognise how we communicate using technology * Evaluate different methods of online communication * Review an existing website and consider its structure * Plan the features of a web page * Consider the ownership and use of images (copyright) * Recognise the need to preview pages * Outline the need for a navigation path * Recognise the implications of linking to content owned by other people |
| **Skills**   * 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. | **Skills**   * 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 * 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. | **Skills**   * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * 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 conten.t * 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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| **Year 4** | **Year 5** | **Year 6** |
| **Programming/ Repetition in Shapes**  **Data and Information/ Data Logging**   * Identify that accuracy in programming is important * Create a program in a text-based language * Explain what ‘repeat’ means * Modify a count-controlled loop to produce a given outcome * Decompose a task into small steps * Create a program that uses count-controlled loops to produce a given outcome * Explain that data gathered over time can be used to answer questions * Use a digital device to collect data automatically * Explain that a data logger collects ‘data points’ from sensors over time * Use data collected over a long duration to find information * Identify the data needed to answer questions * Use collected data to answer questions | **Programming/ Selection in Physical Computing**  **Data and Information/ Flat File Databases**   * Control a simple circuit connected to a computer * Write a program that includes count-controlled loops * Explain that a loop can stop when a condition is met * Explain that a loop can be used to repeatedly check whether a condition has been met * Design a physical project that includes selection * Create a program that controls a physical computing project * Use a form to record information * Compare paper and computer-based databases * Outline how grouping and then sorting data allows us to answer questions * Explain that tools can be used to select specific data * Explain that computer programs can be used to compare data visually * Apply my knowledge of a database to ask and answer real-world questions | **Programming/ Variables in Games**  **Data and Information/ Spreadsheets**   * Define a ‘variable’ as something that is changeable * Explain why a variable is used in a program * Choose how to improve a game by using variables * Design a project that builds on a given example * Use my design to create a project * Evaluate my project * Identify questions which can be answered using data * Explain that objects can be described using data * Explain that formulas can be used to produce calculated data * Apply formulas to data, including duplicating * Create a spreadsheet to plan an event * Choose suitable ways to present data |
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| **Year 4** | **Year 5** | **Year 6** |
| **Creating Media/ Photo Editing**  **Programming/ Repetition in Games**   * Explain that digital images can be changed * Change the composition of an image * Describe how images can be changed for different uses * Make good choices when selecting different tools * Recognise that not all images are real * Evaluate how changes can improve an image * Develop the use of count-controlled loops in a different programming environment * Explain that in programming there are infinite loops and count controlled loops * Develop a design that includes two or more loops which run at the same time * Modify an infinite loop in a given program * Design a project that includes repetition * Create a project that includes repetition | **Creating Media/ Vector Drawing**  **Programming/ Selection in Quizzes**   * Identify that drawing tools can be used to produce different outcomes * Create a vector drawing by combining shapes * Use tools to achieve a desired effect * Recognise that vector drawings consist of layers * Group objects to make them easier to work with * Evaluate my vector drawing * Explain how selection is used in computer programs * Relate that a conditional statement connects a condition to an outcome * Explain how selection directs the flow of a program * Design a program which uses selection * Create a program which uses selection * Evaluate my program | **Creating Media/ 3D Modelling**  **Programming/ Sensing**   * Use a computer to create and manipulate three-dimensional (3D) digital objects * Compare working digitally with 2D and 3D graphics * Construct a digital 3D model of a physical object * Identify that physical objects can be broken down into a collection of 3D shapes * Design a digital model by combining 3D objects * Develop and improve a digital 3D model * Create a program to run on a controllable device * Explain that selection can control the flow of a program * Update a variable with a user input * Use an conditional statement to compare a variable to a value * Design a project that uses inputs and outputs on a controllable device * Develop a program to use inputs and outputs on a controllable device |
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