


KS1 Digital Wellbeing			
 <b>Lesson 1: The Internet and Me</b>	PSHE Association Objectives	Health Objectives	Relationships Objectives
	<p><b>L7.</b> about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p><b>L8.</b> about the role of the internet in everyday life</p>	<p><b>Mental Wellbeing:</b> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p><b>Mental Wellbeing:</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)</p> <p><b>Internet Safety and Harms:</b> that for most people the internet is an integral part of life and has many benefits</p> <p><b>Internet Safety and Harms:</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</p>	<p><b>Online Relationships:</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</p> <p><b>Online Relationships:</b> how information and data is shared and used online</p> <p><b>Being Safe:</b> where to get advice, for example family, school or other sources</p>
	<p><b>L7.</b> about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p><b>L8.</b> about the role of the internet in everyday life</p>	<p><b>Mental Wellbeing:</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</p> <p><b>Mental Wellbeing:</b> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p><b>Internet Safety and Harms:</b> that for most people the internet is an integral part of life and has many benefits</p> <p><b>Internet Safety and Harms:</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</p> <p><b>Health and Prevention:</b> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p>	<p><b>Caring Friendships:</b> how important friendships are in making us feel happy and secure, and how people choose and make friends</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<b>Lesson 3: Staying Safe Online</b>	<p><b>H28.</b> about rules and age restrictions that keep us safe</p> <p><b>H34.</b> basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p><b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p><b>R15.</b> how to respond safely to adults they don't know</p>	<p><b>Mental Wellbeing:</b> 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</p> <p><b>Internet Safety and Harms:</b> that for most people the internet is an integral part of life and has many benefits</p> <p><b>Internet Safety and Harms:</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</p> <p><b>Internet Safety and Harms:</b> why social media, some computer games and online gaming, for example, are age restricted</p> <p><b>Internet Safety and Harms:</b> where and how to report concerns and get support with issues online</p>	<p><b>Online Relationships:</b> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p><b>Online Relationships:</b> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p><b>Being Safe:</b> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p><b>Being Safe:</b> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p><b>Being Safe:</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard</p>
<b>Lesson 4: Personal Information</b>	<p><b>H28.</b> about rules and age restrictions that keep us safe</p> <p><b>H34.</b> basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p><b>L9.</b> that not all information seen online is true</p>	<p><b>Internet Safety and Harms:</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</p> <p><b>Internet Safety and Harms:</b> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p><b>Internet Safety and Harms:</b> where and how to report concerns and get support with issues online</p>	<p><b>Online Relationships:</b> that people sometimes behave differently online, including by pretending to be someone they are not</p> <p><b>Online Relationships:</b> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p><b>Online Relationships:</b> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p>
<b>Lesson 5: Communicating Online</b>	<p><b>R10.</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p><b>R11.</b> about how people may feel if they experience hurtful behaviour or bullying</p> <p><b>R12.</b> that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p><b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not</p>	<p><b>Mental Wellbeing:</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</p> <p><b>Mental Wellbeing:</b> 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</p> <p><b>Mental Wellbeing:</b> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p><b>Mental Wellbeing:</b> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p>	<p><b>Caring Friendships:</b> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p><b>Caring Friendships:</b> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p><b>Caring Friendships:</b> 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</p> <p><b>Respectful Relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p>

	<p><b>R15.</b> how to respond safely to adults they don't know</p> <p><b>L7.</b> about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p><b>L8.</b> about the role of the internet in everyday life</p>	<p><b>Mental Wellbeing:</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)</p> <p><b>Internet Safety and Harms:</b> that for most people the internet is an integral part of life and has many benefits</p> <p><b>Internet Safety and Harms:</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</p> <p><b>Internet Safety and Harms:</b> 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</p> <p><b>Internet Safety and Harms:</b> where and how to report concerns and get support with issues online</p>	<p><b>Respectful Relationships:</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</p> <p><b>Online Relationships:</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</p> <p><b>Online Relationships:</b> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p><b>Being Safe:</b> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p><b>Being Safe:</b> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p><b>Being Safe:</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p><b>Lesson 6:</b> <b>True or False?</b></p>	<p><b>L9.</b> that not all information seen online is true</p>	<p><b>Internet Safety and Harms:</b> that for most people the internet is an integral part of life and has many benefits</p> <p><b>Internet Safety and Harms:</b> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p><b>Internet Safety and Harms:</b> where and how to report concerns and get support with issues online</p>	<p><b>Online Relationships:</b> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p><b>Online Relationships:</b> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p><b>Online Relationships:</b> how information and data is shared and used online</p> <p><b>Being Safe:</b> where to get advice, for example family, school or other sources</p>