

# Digital Citizenship Year 1-13 Progression

This document outlines a mapping of Common Sense Education's Digital Citizenship Lessons by topic, year and term. Additional supporting resources are included from UK organisations. Themes from Common Sense's Digital Citizenship topics are mapped to the [UK Education for a Connected World Framework](#) and are available [online](#) for free.

## Digital Citizenship Lessons: EYFS-Y6 (age 3-11) Progression

## Digital Citizenship Lessons: Year 7-13 (age 11-18) Progression




## Year 7-13 Curriculum Standards Alignment

### Navigating the Resource

	CSM Critical Resource
	CSM Additional Resource
	UK Supporting Resource

Short on time? Check out our [15-minute activities](#) for learners aged 5-18

## Digital Citizenship Lessons: EYFS-Y6 (age 3-11) Progression

Healthy Habits: Media Balance and Well-Being									
Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Common Sense Education		<a href="#">Meet the Digital Citizens - Arms</a> <a href="#">Finding Balance with Media and Tech Use at Home</a>	<a href="#">Pause for People</a>  30 mins	<a href="#">How Technology Makes You Feel</a>  30 mins	<a href="#">Device-Free Moments</a>  40 mins or <a href="#">We the Digital Citizens</a>  20 mins	<a href="#">Your Rings of Responsibility</a>  45 mins	<a href="#">My Media Choices</a>  45 mins <a href="#">Social Media Test Drive</a>	<a href="#">Finding My Media Balance</a>  45 mins <a href="#">Social Media Test Drive</a>
	Supporting Resources		<a href="#">Jessie &amp; Friends: Episode 1 - Watching Videos</a>	<a href="#">Jessie &amp; Friends: Episode 2 - Sharing Pictures</a>	<a href="#">Jessie &amp; Friends: Episode 3 - Playing Games</a>	<a href="#">Lego Build &amp; Talk: Screen Time</a> <a href="#">Interland: Reality River</a>	<a href="#">The Adventures of Kara, Winston and the SMART Crew: Chapter 1</a>	<a href="#">Band Runner: Lock BBC Own It - Health, Wellbeing and Lifestyle</a>	<a href="#">Internet Matters - Health, Wellbeing and Lifestyle</a> <a href="#">Children's Commissioner: Digital 5 a Day</a>

## Cyberbullying, Digital Drama & Hate Speech

Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2	Common Sense Education		Meet the Digital Citizens - Legs	Media Balance Is Important ▶ 25 mins	Pause & Think Online ▶ 25 mins	Putting a STOP to Online Meanness ▶ 35 mins	The Power of Words ▶ 45 mins	Be a Super Digital Citizen ▶ 45 mins	Is It Cyberbullying? ▶ 45 mins
	Supporting Resources		Digiduck's Big Decision  Digi Duck Masks	Barefoot Computing: Safety Snakes	Smartie the Penguin (Lesson Plan, Year 2 Lesson A)	Interland: Kind Kingdom	Lego Build & Talk: Cyberbullying  Band Runner: Like	BBC Own It: Cyberbullying Quiz  BBC Own It - Online Bullying	Internet Matters - Online Bullying  Chicken-Shop Grooming (Childnet)

## Relationships & Communication

Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1	Common Sense Education		Meet the Digital Citizens - Heart  How to Make Meaningful Family Connections Using Media + Tech	Device Advice - Why We Pause for People ▶ 30 mins	Device Advice - Our Device Charter	Who Is in Your Online Community? ▶ 30 mins	Our Digital Citizenship Pledge ▶ 45 mins	Keeping Games Fun and Friendly ▶ 45 mins	Digital Friendships ▶ 45 mins  What is AI?

	Supporting Resources	Smartie the Penguin for EYFS (Lesson Plan 1)	Detective Digiduck	Jessie & Friends: Episode 3	Barefoot - Who does this belong to?	Band Runner: Share	Band Runner: Chat	Adventures of Kara, Winston and the SMART Crew: Ch. 5  BBC Own It - Online Relationships + Online Reputation	Internet Matters - Online Relationships + Online Reputation  Childnet: Trust Me Lessons
	UK Supporting resource for Safer Internet Day	Safer Internet Day resources for 3-7 year olds				Safer Internet Day resources for 7-11 year olds			

## News and Media Literacy

Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2	Common Sense Education		Meet the Digital Citizens - Head	Media Balance Is Important - Quick Bite ▶ 25 mins	Device Advice - Managing Device Distractions	Let's Give Credit ▶ 30 mins	Is Seeing Believing? ▶ 45 mins	A Creator's Rights and Responsibilities ▶ 45 mins	Reading News Online ▶ 45 mins
	Supporting Resources	Smartie the Penguin Colouring Sheets	Barefoot Computing: Safety Snakes  Choosing High-Quality Media for Your Kids	Smartie the Penguin (Lesson Plan for Year 1 Lesson A)	The Adventures of Smartie the Penguin (Year 2 Lesson B)	Lego Build & Talk: False Information Online  Interland: Reality River	Interland: Mindful Mountain	Digital Matters - Introduction to Thinking Critically Online  BBC Own It - Managing Online Information  NCSC Cyber Sprinters	Digital Matters - Once Upon Online  Internet Matters - Managing Online Information + Copyright & Ownership  BBC Young Reporter - Fake News

									Fake News, Project Real
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Privacy & Security									
Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1	Common Sense Education	Meet the Digital Citizens Song + Meet Digital Citizens Shortened  Colouring Book	Meet the Digital Citizens - Guts  How to use Media and Tech to Build Life Skills in Young Kids	Safety in My Online Neighbourhood ▶ 30 mins	Internet Traffic Light ▶ 30 mins	That's Private! ▶ 30 mins	Password Power-Up ▶ 45 mins	Private and Personal Information ▶ 45 mins	You Won't Believe This! ▶ 45 mins
	Supporting Resources	Smartie the Penguin for EYFS (Lesson Plan 2)		Smartie the Penguin (Lesson Plan for Year 1 Lesson B)	Pantosaurus and His PANTS song	Interland: Tower of Treasure  Barefoot - Do the Right Thing	Lego Build & Talk: Online Security  Barefoot - You're the Jury	Barefoot - The Phisher game  BBC Own It - Privacy & Security	NCSC Cyber Sprinters  Internet Matters - Privacy & Security + Digital Matters  Barefoot - You're the Cyber Security Expert
	Home Activities	Internet Matters - Advice for Families	Internet Matters - Advice for Families	Internet Matters - Advice for Families	Internet Matters - Advice for Families	NCSC - Adventure Stories	NCSC - Adventure Stories	NCSC - Adventure Stories	NCSC - Adventure Stories

## Digital Footprint & Identity

Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 2	Common Sense Education		<a href="#">Meet the Digital Citizens - Feet</a> <a href="#">Raising Healthy Kids in a Digital World</a>	<a href="#">Device Advice - Caring for Our Devices</a>	<a href="#">Pause for People - Quick Bite</a> <a href="#">15 mins</a>	<a href="#">Digital Trails</a> <a href="#">40 mins</a>	<a href="#">This Is Me</a> <a href="#">45 mins</a>	<a href="#">Our Online Tracks</a> <a href="#">45 mins</a>	<a href="#">Beyond Gender Stereotypes</a> <a href="#">45 mins</a>
	Supporting Resources	<a href="#">Digiduck's Famous Friend</a>	<a href="#">Digiduck and the Magic Castle</a>	<a href="#">Digiduck Saves the Day</a>	<a href="#">BBC Own It: Digital Footprint: What Is It and Why Should I Care?</a>	<a href="#">BBC Own It: Where Are Your Photos Going?</a> <a href="#">Lego Build &amp; Talk: Digital Footprints</a>	<a href="#">The Adventures of Kara, Winston and the SMART Crew: Chapter 4</a>	<a href="#">Search It Up: My Popstar Disaster</a> <a href="#">BBC Own It - Self-Image &amp; Identity</a>	<a href="#">Internet Matters - Self-Image &amp; Identity</a> <a href="#">Are You Living an Insta Lie? Social Media vs. Reality</a>

## Year 1-6 Curriculum Standards Alignment

Education for a Connected World's strands align with Common Sense Education's Digital Citizenship strands:

### Education for a Connected World

- Self Image & Identity -----
- Online Relationships -----
- Online Reputation -----
- Online Bullying -----
- Managing Online Information -----
- Health, Wellbeing and Lifestyle -----

### Common Sense Education

- Healthy Habits; Media Balance & Well-Being
- Relationships & Communication
- Relationships & Communication
- Cyberbullying, Digital Drama & Hate Speech
- News & Media Literacy
- Media Balance & Well-Being

- Privacy and Security ----- Privacy & Security
- Copyright and ownership ----- News & Media Literacy

**National Curriculum in  
England: Computing  
Programmes of Study --  
KS 1 & 2**

**Key Stage 1 - Pupils should be taught to:**

- 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

**Key Stage 2 - Pupils should be taught to:**

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

**Relationships Education,  
Relationships and Sex  
Education (RSE) and  
Health Education**

**Online Relationships - Pupils should know:**

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online even 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:**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- 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 (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, 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).

**Mental Well-Being - Pupils should know:**

- that mental well-being 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 activities, on mental well-being 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 well-being.
- 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 well-being or ability to control their emotions (including issues arising online).
- it is common for people to experience mental health issues. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

**Internet Safety and 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 well-being.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour

	<p>online, and the importance of keeping personal information private.</p> <ul style="list-style-type: none"> <li>• why social media, some computer games, and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online, including understanding that information, such as that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Keeping Children Safe in Education</b>	<ul style="list-style-type: none"> <li>• Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.</li> <li>• This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The government has made regulations that will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.</li> <li>• Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.</li> </ul>
<b>Teaching Online Safety in School</b>	<ul style="list-style-type: none"> <li>• Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects.</li> </ul>

Developed by Common Sense Media (UK) with Islington Schools, with thanks to Pip Bhol and Katy Potts.  
For more information contact Jenna Khanna [jkhanna@commonsense.org](mailto:jkhanna@commonsense.org)

## Digital Citizenship Lessons: Year 7-13 (age 11-18) Progression

### Healthy Habits; Media Balance and Well-Being



Term	Resource	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1	Common Sense Education	<b>Finding Balance in a Digital World</b> 🎥 50 mins  Digital Connections - Digital Habits	<b>My Media Use: A Personal Challenge</b> 🎥 55 mins  Digital Well Being Lessons - My Values My Tech	<b>Digital Media and Your Brain</b> 🎥 45 mins  Digital Well Being Lessons - Positive Tech Habits	<b>My Digital Life Is Like...</b> 🎥 45 mins  Digital Well Being Lessons - Digital Media and Your Brain	<b>Social Media and How You Feel</b> 🎥 50 mins  Digital Well Being Lessons - Thinking Traps	<b>Can Media Be Addictive?</b> 🎥 60 mins	<b>The Health Effects of Screen Time</b> 🎥 45 mins
	Supporting Resources	<b>BBC Own it: Taking a Break</b>  <b>BBC Own It: Is Your phone Your BFF?</b>	<b>Public Health England: FOMO Lesson</b>	<b>BBC Bitesize: Can You Be Addicted to Technology?</b>	<b>BBC Teach: Self Image and Mental Wellbeing</b>	<b>Anna Freud Centre: Time Away from Technology</b>  <b>NHS: Every mind matters</b>	<b>Into Film: Staying Safe Online Film and Lesson</b>	<b>RCPCH: Screen Time Report</b>
	SEND Resource	Childnet, Thrive Online - Teaching about Digital Wellbeing (SEND)						

Cyberbullying, Digital Drama & Online Hate Speech								
Term	Resource	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 2	Common Sense Education	<b>Digital Drama Unplugged</b> 🎥 45 mins  Digital Connections - Digital Drama	<b>Upstanders and Allies: Taking Action Against Cyberbullying</b> 🎥 45 mins	<b>Responding to Online Hate Speech</b> 🎥 45 mins	<b>What You Send in "That Moment When..."</b> 🎥 45 mins	<b>Countering Hate Speech Online</b> 🎥 50 mins	<b>Online Disinhibition and Cyberbullying</b> 🎥 45 mins	<b>The Consequences of Online Hate Speech</b> 🎥 50 mins
	Supporting Resources	<b>Campaign Resources - Public Health England - Bullying &amp; Cyberbullying</b>	<b>Educate Against Hate - Educate Against Hate Training Videos</b>	<b>British Library: Freedom: Cyberbullying and Its Consequences</b>	<b>Public Health England: Bullying and Cyberbullying Lesson</b>	<b>Educate Against Hate Website - Be Internet Citizens</b>	<b>Childnet: Cyberbullying (LGBT focus)</b>	<b>British Library: Freedom: Trolling As Freedom of Expression</b>
	SEND Resource	Childnet, Thrive Online - Teaching about Healthy Online Relationships						

## Relationships & Communication

Term	Resource	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Spring 1	Common Sense Education	<b>Chatting Safely Online</b> 📺 45 mins  <b>How is AI Trained?</b>  <b>Digital Connections - Online Relationships</b>	<b>My Social Media Life</b> 📺 45 mins  <b>AI Chatbots: Who's Behind the Screen?</b>  <b>Friendships &amp; Social Media (SEL 15 min lesson)</b>	<b>Sexting and Relationships</b> 📺 55 mins  <b>Understanding AI Bias</b>	<b>Chatting and Red Flags</b> 📺 45 mins  <b>How AI Bias Impacts Our Lives</b>	<b>Rewarding Relationships</b> 📺 45 mins  <b>AI Algorithms: How Well Do They Know You?</b>	<b>Connecting with Digital Audiences</b> 📺 50 mins  <b>Facing Off with Facial Recognition</b>	<b>We Are Civil Communicators</b> 📺 55 mins  <b>AI Algorithms: How Well Do They Know You?</b>
	Supporting Resources	<b>Swerve the chat</b>	<b>Childnet: Healthy Relationships Lessons and Films</b>  <b>LGfL Going Too Far - Extreme or Not Extreme</b>	<b>CEOP: Send Me a Pic</b>  <b>LGfL Going Too Far - Believe it or Not</b>	<b>BBC Teach: Online Grooming</b>  <b>CEOP: Online Blackmail Education</b>	<b>Childnet: Step Up! Speak Up! Films</b>  <b>CEOP: Exploited</b>	<b>Save Me Film &amp; Handbook</b>	<b>Greenpeace: Online Activism Video</b>  <b>Alan Turing: How to be an Astute user of AI</b>
	Supporting resource for Safer Internet Day	<b>Safer Internet Day resources for 11-14 year olds</b>			<b>Safer Internet Day resources for 14-18 year olds</b>			

## News and Media Literacy

Term	Resource	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Spring 2	Common Sense Education	<b>Finding Credible News</b> 📺 45 mins  Digital Connections - Online Misinformation	<b>Copyright and Fair Dealing</b> 📺 50 mins	<b>This Just In!</b> 📺 45 mins	<b>Hoaxes and Fakes</b> 📺 50 mins	<b>Challenging Confirmation Bias</b> 📺 45 mins	<b>Clicks for Cash</b> 📺 45 mins	<b>Filter Bubble Trouble</b> 📺 50 mins
	Supporting Resources	<b>Educate Against Hate - Identifying Difference between Fact or Opinion</b>  <b>Fake News, Project Real</b>	<b>BBC Teach: Copyright and Ownership</b>  <b>Fake News, Project Real</b>	<b>BBC Young Reporter: Real Versus Fake News</b>  <b>Fake News, Project Real</b>	<b>BBC Teach Fake News</b>	<b>ACT - Michael's Story - Religious Extremism</b>  <b>Helen Turnbull's TED Talk on Unconscious Bias</b>	<b>ACT - Michael's Story - Extreme Right Wing</b>	<b>ACT - Michael's Story - Mustafa's Story</b>  <b>BBC Bitesize: Filter Bubbles</b>

## Privacy & Security

Term	Resource	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Summer 1	Common Sense Education	<b>Don't Feed the Phish</b> 📺 45 mins  Digital Connections - Cyber Safety	<b>Big, Big Data</b> 📺 45 mins	<b>Being Aware of What You Share</b> 📺 50 mins	<b>The Big Data Dilemma</b> 📺 50 mins	<b>Risk Check for New Tech</b> 📺 50 mins	<b>How Young Is Too Young for Social Media?</b> 📺 45 mins	<b>Debating the Privacy Line</b> 📺 55 mins
	Supporting Resources	<b>BBC Teach: Online Security</b>  <b>CIFAS: Anti-Fraud Lesson Plans</b>	<b>Information Commissioner's Office - Personal Data, What's It All About?</b>	<b>BBC Teach: How Risky Are My Social Media Posts?</b>	<b>Educate Against Hate - Internet Safety, Extremism and Conspiracy Theories</b>	<b>BBC Teach: Live Streaming</b>  <b>BBC Two: Facial Recognition in the UK</b>	<b>BBC Video on Social Media</b>  <b>Children's Commissioner: Simplified Social</b>	<b>Information Commissioner's Office - Staying Private on Social Media</b>

							Media Terms and Conditions	
	SEND Resource	Childnet, Thrive Online - Teaching About Online Pornography						

Digital Footprint & Identity								
Term	Resource	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Summer 2	Common Sense Education	Who Are You Online? ▶ 45 mins  Digital Connections - Digital Footprint	The Power of Digital Footprints ▶ 45 mins	Social Media and Digital Footprints: Our Responsibilities ▶ 50 mins	Protecting Online Reputations ▶ 50 mins	Curated Lives ▶ 50 mins	Who's Looking at Your Digital Footprint? ▶ 50 mins	The Change You Want to See ▶ 50 mins
	Supporting Resources	Childnet 'Reel Life' - Interactive Game  Campaign Resources - Public Health England - Social Media	Childnet: Online Body Image Videos and Lessons	CEOP: First To a Million Video and Activities	Orange Digital Dirt Video	Campaign Resources - Public Health England - Online Stress + Fomo	BBC Teach: Digital Footprint	Future Learn - What Is Digital Citizenship  Open University - Managing your Digital Footprint

### Year 7-13 Curriculum Standards Alignment

<b>Education for a Connected World's</b> strands align with <b>Common Sense Education's Digital Citizenship</b> strands:	
<b>Education for a Connected World</b> <ul style="list-style-type: none"> <li>Self Image &amp; Identity</li> <li>Online Relationships</li> <li>Online Reputation</li> <li>Online Bullying</li> </ul>	<b>Common Sense Education</b> <ul style="list-style-type: none"> <li>Media Balance &amp; Well-Being</li> <li>Relationships &amp; Communication</li> <li>Relationships &amp; Communication</li> <li>Cyberbullying, Digital Drama &amp; Hate Speech</li> </ul>

- Managing Online Information ----- News & Media Literacy
- Health, Wellbeing and Lifestyle ----- Media Balance & Well-Being
- Privacy and Security ----- Privacy & Security
- Copyright and ownership ----- News & Media Literacy

National Curriculum in  
England: Computing  
Programmes of Study  
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KS 3 & 4

**Key Stage 3 - Pupils should be taught to:**

- create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns

**Key Stage 4 - Pupils should be taught to:**

- develop their capability, creativity and knowledge in computer science, digital media and information technology
- develop and apply their analytic, problem-solving, design, and computational thinking skills
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns

Relationships Education,  
Relationships and Sex  
Education (RSE) and  
Health Education

**Online Relationships - Pupils should know:**

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- 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:**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- 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 (in all contexts, including online) whom they do not know.

	<ul style="list-style-type: none"> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul> <p><b>Mental Well-Being - Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul> <p><b>Internet Safety and Harms - Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<p><b>Keeping Children Safe in Education</b></p>	<ul style="list-style-type: none"> <li>• 88. Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.</li> <li>• 89. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.</li> <li>• 90. Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over 24 blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.</li> </ul>

- Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects.

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