



## Linking the PSHE Curriculum with Online Safety Overview 2024-2025

Linking the **primary PSHE (Personal, Social, Health Education)** curriculum with **online safety** in the **Computing** curriculum can be a powerful way to ensure that children are not only learning the necessary technical skills but also understanding how to stay safe and behave responsibly online. The Computing curriculum supports the learning about technology and the PSHE curriculum supports the learning about emotional and social well-being.

**Keeping safe/To connect (Online Safety):** Address the importance of privacy, the risks of sharing personal information, and the need for strong passwords and account protection.

Privacy (safe and respect) - Teach students how to keep their personal information private and understand the risks of oversharing. Link this to understanding their rights in the digital world and knowing what is safe to share.

**Well-being and mental health:** Teach children about maintaining a positive online presence, dealing with cyberbullying, and managing time spent on devices.

Mental health - Discuss the impact of screen time on mental health, such as the risk of social media addiction, comparison, or isolation, and strategies for balancing online and offline activities.

**Respect and responsibility:** Include topics around respectful behavior, understanding consent in the digital world, and how to treat others online.

Digital Citizenship - Students can learn about what it means to be a responsible and respectful online citizen. Topics can include how to behave appropriately, understanding digital footprints, and the long-term impact of online actions.

**Relationships:** Discuss how online relationships can mirror real-world ones, including how to communicate safely and how to maintain boundaries in both face-to-face and online settings.

Cyberbullying - Link online safety with how to respond to cyberbullying and how it affects both the victim and the perpetrator. Encourage discussions about empathy and kindness in both real and virtual interactions.

**Living in the Wider World:** Discuss with children their role in society and encourage how we can positively contribute to our communities, with the aim to foster responsibility, empathy, and active citizenship.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FY	Story A: Seeing upsetting content, unreliable information, and being asked for personal information. (Smartie the Penguin)	Story B: Adverts, searching online, and online bullying. (Smartie the Penguin)	Digiduck Saves the Day	Digiduck and the Magic Castle	Buddy the Dog (Song)	SMART rules
Y1	To follow the school's safer internet rules.	To understand that some information is personal and should not be shared online. (Digiduck's Famous Friend)	Understand online risks. (Digiduck's big decision)	Understand online risks. (Detective Digiduck)	To join in sending a class email.	To use a range of different technology and talk about its use.
Y2	Understand online risks.	Understand online risks.  How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.	To use the internet safely for learning and communicating with others. (Social media)  How people use the internet and digital devices in their jobs and everyday life.	To send individual email in a controlled environment and reply.  How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online).	To recognise that there are other people on the internet and this affects how they should use it.  that there are different ways to learn and play; how to know when to take a break from screen-time	To use of a wide range of technology and can describe how it works in a variety of different contexts.



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				<p>How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them.</p> <p>How not everything they see online is true or trustworthy and that people can pretend to be someone they are not.</p>		
Y3	<p>Understand that comments made online that are hurtful or offensive are the same as bullying</p>	<p>Understand how online services work</p> <p>Examples:</p> <p>Understand that we can search for information in a variety of ways and that we influence the outputs of searches depending on our input</p>	<p>Know different ways of reporting unacceptable content and contact online</p>	<p>Understand when to share personal information and when not to</p>	<p>Understand that games and films have age ratings, and what that means</p>	<p>Understand the term 'copyright.'</p> <p>Understand that people can give permission for others to use their content</p> <p>Be active on a daily and weekly basis - how to balance time online with other activities.</p>



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		How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)				
Y4	Understand risks related to online bullying	<p>Understand risks related to online bullying</p> <p>How people's behaviour affects themselves and others, including Online.</p> <p>How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report. concerns</p>	Contribute to blogs.		Understand how online services work	<p>Understand how online services work</p> <p>How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</p> <p>How people's online actions can impact on other people. How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online. How to report concerns, including</p>



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						<p>about inappropriate online content and contact that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.</p>
Y5	<p>Understand the effect of online comments and show responsibility and sensitivity when online.</p>	<p>Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</p>	<p>Know where to find copyright free images and audio, and why this is important</p>	<p>Demonstrate responsible use of online services and technologies, and know a range of ways to report concerns</p> <p>About the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-</p>	<p>Evaluate websites for reliability of information and authenticity</p>	<p>Understand how simple networks are set up and used.</p>



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				<p>to-face.</p> <p>How to recognise risk in relation to friendships and keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a friendship is making them feel worried, unsafe or uncomfortable.</p> <p>How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.</p>		
Y6	<p>Understand the effect of online comments and show responsibility and sensitivity when online.</p> <p>How and why to balance time spent online with other activities.</p>	<p>Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</p> <p>How the media, including online experiences, can affect people's</p>	Collaborate with others online	Understand how networks are set up.		



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		<p>wellbeing – their thoughts, feelings and actions.</p> <p>That not everything should be shared online or social media and that there are rules about this, including the distribution of images (Pornography covered through TEN TEN).</p> <p>That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts.</p> <p>To recognise unsafe or suspicious content online and what to do about it.</p> <p>How to make decisions about the content they view online or in the media and know if it is appropriate for their age range.</p> <p>How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue.</p>		
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### **Resources:**

[https://beinternetlegends.withgoogle.com/en\\_ie/educators](https://beinternetlegends.withgoogle.com/en_ie/educators)

<https://www.ceopeducation.co.uk/professionals/resources/>

<https://projectevolve.co.uk/>

<https://www.bbc.co.uk/teach/topics/cp440njz78zt>

<https://www.purplemash.com/#cms/curriculum/2be-safe-being-safe-in-a-digital->

[world/:eyJwcmVCcmVhZGNYdW1ilpbeyJsYWJlEFqYXgiOilvY2F0ZWdvcnkzZ2V0Q2F0ZWdvcnIUaXRzZT9jYXRIZ29yeU5hbWU9aG9tZV92](https://www.purplemash.com/#cms/curriculum/2be-safe-being-safe-in-a-digital-world/:eyJwcmVCcmVhZGNYdW1ilpbeyJsYWJlEFqYXgiOilvY2F0ZWdvcnkzZ2V0Q2F0ZWdvcnIUaXRzZT9jYXRIZ29yeU5hbWU9aG9tZV92)



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[MylsImxpbmsiOiJ0YWlvaG9tZSIsImRlcHRoljoxfSx7ImxhYmVsljoiQ29tcHV0aW5nliwiaGlkZUFuY2VzdG9ycyl6ZmFsc2UsImxpbmsiOiJ0YWlvaG9tZS9jb21wdXRpbmciLCJkZXB0aCI6MX1dfQ==](https://www.educateagainsthate.com/)

^ Purple Mash - 2BeSafe - Being Safe in a Digital World

<https://www.educateagainsthate.com/>

### **FY/KS1**

<https://www.childnet.com/resources/smartie-the-penguin/>

<https://www.childnet.com/resources/digiduck-stories/>

By weaving together the goals and content of both the PSHE and computing curricula, you'll create a holistic approach to teaching online safety that not only empowers students with technical skills but also helps them develop the emotional intelligence and social responsibility needed to navigate the digital world safely.





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### Links to UNICEF Rights of the Child

