

Linking the PSHE and Online Safety Curriculum Overview 2025–2026

Our curriculum integrates the **PSHE Association Programme of Study** with the **Purple Mash Online Safety Scheme** to ensure a coherent, consistent, and up-to-date approach to safeguarding, personal development, and digital citizenship. This alignment reflects the latest guidance from **Keeping Children Safe in Education (KCSIE 2025)** and other relevant statutory and non-statutory documents.

By connecting the PSHE curriculum with online safety within Computing, we ensure that pupils not only develop essential digital skills but also understand how to keep themselves safe, manage their well-being, and act responsibly in an increasingly online world. The Computing curriculum supports technical understanding, while PSHE develops emotional literacy, resilience, and social awareness.

Online Safety

In line with KCSIE 2025, children learn about the importance of **privacy, consent, and personal information**. Teaching includes recognising risks when interacting online, understanding what information is safe to share, and developing strong password and account-security habits.

Privacy, Safety and Respect

Pupils explore how to keep personal information private, what constitutes safe sharing, and how to recognise unsafe requests or online behaviours. Learning is linked to children's rights and responsibilities in the digital world.

Well-Being and Mental Health

Pupils learn how online activity can influence their emotions, relationships, and mental health. This includes recognising the impact of screen time, avoiding unhealthy comparisons, and knowing what to do when online life becomes overwhelming.

Digital Well-Being

Teaching includes strategies for maintaining a healthy balance between online and offline activities, understanding online pressures, and responding to harmful content in line with KCSIE expectations for reporting concerns.

Respect and Responsibility

Children learn how to behave respectfully online, understand digital consent, and recognise the consequences of their actions in the digital world.

Digital Citizenship

Topics include online etiquette, understanding digital footprints, managing online reputation, and making responsible choices that have long-term implications.

Relationships (Including Online Relationships)

Learning includes recognising healthy and unhealthy online interactions, maintaining personal boundaries, and knowing how to communicate safely.

Cyberbullying and Online Conduct

Pupils explore how to identify cyberbullying, respond safely, and seek help. Discussions emphasise empathy, kindness, and the impact of digital behaviour on others—both in real and virtual settings.

Living in the Wider World

Children learn about their role in the wider community, including how digital technology can be used positively to contribute, collaborate, and participate safely.

Active and Responsible Participation

Teaching encourages pupils to consider how they can act responsibly within digital communities, show empathy, and make positive contributions both online and offline.

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		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Autumn 1</u>	PSHE Topic	What is the same and different about us?	What makes a good friend?	How can we be a good friend?	What strengths, skills and interests do we have?	What makes up a person's identity?	How can we keep healthy as we grow?
	Link to Online Safety	Understanding individuality online; recognising real vs online identity.	Exploring how online identity affects friendships.	Linking self-image to respectful online friendships.	Recognising positive self-image online; avoiding comparison.	Exploring how online personas can differ from real identity.	Digital identity and wellbeing; managing online influence on self-esteem.
<u>Autumn 2</u>	PSHE Topic	Who is special to us?	What is bullying?	What keeps us safe?	How do we treat each other with respect?	What decisions can people make with money?	How can we keep healthy as we grow?
	Link to Online Safety	Understanding safe online relationships.	Linking bullying to online forms (cyberbullying).	Recognising unsafe online behaviour from others.	Respectful communication online.	Recognising online influence/pressure from peers.	Managing emotional impact of online interactions.
<u>Spring 1</u>	PSHE Topic	What helps us stay healthy?	What jobs do people do?	What are families like?	How can we manage our feelings?	How can we help in an accident or emergency?	How can the media influence people?
	Link to Online Safety	Keeping a safe, positive online presence.	Understanding digital behaviour affects future opportunities.	What is/is not appropriate to share about family online.	Responding to online comments that affect	Understanding digital responsibility when sharing information.	Online reputation is shaped by media,

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					reputation or feelings.		influencers, and content.
Spring 2	PSHE Topic	What can we do with money?	What helps us to stay safe?	What makes a community?	How will we grow and change?	How can friends communicate safely?	What will change as we become more independent?
	Link to Online Safety	Understanding scams, adverts, and privacy online.	Keeping personal information private online.	Interacting safely within online communities.	Understanding personal boundaries online.	Private vs public online communication.	Independence online = responsibility for privacy & security.
Summer 1	PSHE Topic	Who helps to keep us safe?	What helps us grow and stay healthy?	Why should we eat well and look after our teeth?	How can our choices make a difference to others and the environment?	How can drugs common to everyday life affect health?	What will change as we become more independent?
	Link to Online Safety	Trusted adults to help when encountering false information.	Healthy information choices online.	Evaluating online health information.	How online choices (sharing/liking) influence wider communities.	Evaluating misinformation about substances online.	Recognising trustworthy online sources as independence grows.
Summer 2	PSHE Topic	How can we look after each other and the world?	How do we recognise our feelings?	Why should we keep active and sleep well?	How can we manage risk in different places?	What jobs would we like?	How do friendships change as we grow?
	Link to	Respecting ownership of	Understanding fairness online, including using	Balancing responsible creation/consumption of online media.	Recognising risks in copying/sharing	Understanding intellectual	Respecting friends' digital

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	Online Safety	digital content.	others' content.		copyrighted material.	property in creative careers.	content and ownership.
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Activity Ideas

Digital Footprint & Online Reputation Activities

Linked to KCSIE 2025 – Conduct & Content risks; Media Literacy duties.

- **Digital Footprint Maps:**

Pupils create diagrams showing the trail they leave online (posts, searches, photos, game profiles). They identify:

- What is private/public
- Who may see it (friends, wider public, companies)
- How online behaviour contributes to reputation and future opportunities

Connect this to PSHE themes of **self-awareness, responsibility, and respectful behaviour**.

- **Reputation Scenarios:**

Present “digital dilemmas” (e.g., sharing a joke, posting a photo without permission). Pupils discuss possible outcomes and how these situations affect trust, friendships, and wellbeing.

Online Safety and Digital Resilience Activities

Linked to the KCSIE 4Cs: Content, Contact, Conduct, Commerce.

- **Create an Online Safety Poster or Digital Presentation:**

Pupils produce guides on topics such as protecting personal data, recognising online risks, responding to cyberbullying, and how to report concerns safely.

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- **Design a “Digital Safety Plan”:**

For a fictional character, pupils map out safe choices in scenarios involving:

- unwanted contact
- screen time balance
- online gaming chats
- misinformation or adverts
- peer pressure to share photos

This supports PSHE themes of **decision-making, managing pressure, and maintaining boundaries.**

- **Video, Animation or Podcast Projects:**

Pupils create short educational clips about:

- positive online communication
- spotting fake news
- consent and permission online
- digital citizenship

This builds computing skills (digital media creation) while reinforcing PSHE ideas about **empathy, kindness, wellbeing, and respect.**

- **“Rights & Responsibilities Online” Debate:**

Pupils debate: *What rights do we have online? What responsibilities come with them?*

Links strongly to PSHE themes of **community, relationships and social responsibility**, and to Computing curriculum strands around **safe, respectful use of technology.**

Suggested Resources

Whole School / KS1–KS2

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- **Be Internet Legends – Google:**
Interactive resources supporting digital safety, media literacy and resilience.
 - **CEOP Education (ThinkUKnow):**
Professional online safety resources linked directly to statutory safeguarding expectations.
 - **ProjectEVOLVE (UKCIS):**
Comprehensive progression framework mapping to the 4Cs and Education for a Connected World (EFACW).
 - **BBC Teach – Online Safety & Digital Literacy:**
High-quality videos and class activities.
 - **Purple Mash: 2BeSafe – Being Safe in a Digital World**
 - **Educate Against Hate:**
Resources for online influence, extremism prevention, critical thinking.
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EYFS / KS1

- **Childnet – Smartie the Penguin:**
An age-appropriate introduction to making safe choices online.
 - **Childnet – Digiduck Stories:**
Storybooks exploring friendship, online kindness and digital footprints through simple narratives.
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By weaving together the aims and content of both the **PSHE Association Programme of Study** and the **Computing / Online Safety curriculum**, we create a holistic safeguarding approach.

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This ensures pupils develop:

- ✓ the technical skills to use technology safely
- ✓ the emotional intelligence to navigate online relationships
- ✓ the digital resilience needed to manage risks
- ✓ the understanding of responsibility and respect that supports safe participation in online communities

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Links to UNICEF Rights of the Child

