

Cambridgeshire Primary Personal Development Programme

Teaching Guidance



Digital Lifestyles



© Cambridgeshire County Council (PSHE Service) 2020. No unauthorised distribution, copying or loan without permission. Subscribing/licenced schools may distribute this document within their organisation/institution only.

Contents

Introduction 1

Framework Questions - Digital Lifestyles 2

Education for a Connected World 3

The ICT Service 4

Resourcing the curriculum 4

Introduction

The introduction of statutory requirements for Relationships and Health Education in September 2020 has rightly put a strong emphasis on children having an entitlement to learning about online relationships and internet safety. Children now navigate seamlessly between the online and offline worlds, and need to understand the benefits and risks of their internet use. This guidance is designed for PSHE subject leaders, Computing subject leaders and/or senior managers, to enable them to ensure that the requirements of both curricula are met across the primary age range by planning cohesively. It has been written jointly by the Cambridgeshire PSHE Service and The ICT Service.

In terms of online safety, the Computing curriculum states that pupils should be taught to:

Key Stage 1:

- 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:

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

The requirements for Relationships and Health Education (which are specific to online behaviour) are as follows (by the end of Key Stage 2):

Relationships 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.

Health Education

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 wellbeing.
- 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.
- why social media, some computer games and online gaming, for example, are age restricted.
- 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.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

The Relationships and Health Education requirements also include references to the online context throughout, particularly in terms of developing positive relationships and keeping safe. We have therefore included teaching and examples of this in several units of work in the Primary Personal Development Programme - particularly Family & Friends, Rights, Rules & Responsibilities, Anti-bullying, Personal Safety, and Healthy Lifestyles.

Framework Questions - Digital Lifestyles

	Year 1 & 2	Year 3 & 4	Year 5 & 6
Online Relationships	<ul style="list-style-type: none"> What are some examples of ways in which I use technology and the internet and what are the benefits? What is meant by "identity" and how might someone's identity online be different from their identity in the physical world? What are some examples of online content or contact which might mean I feel unsafe, worried or upset? What sort of information might I choose to put online and what do I need to consider before I do so? When might I need to report something and how would I do this? 	<ul style="list-style-type: none"> How might my use of technology change as I get older, and how can I make healthier and safer decisions? How does my own and others' online identity affect my decisions about communicating online? How might people with similar likes and interests benefit from being online, and what risks might there be? Can I explain the difference between "liking" and "trusting" someone online? What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? When looking at online content, what is the difference between opinions, beliefs and facts? 	<ul style="list-style-type: none"> What are some examples of how I use the internet, the services it offers, and how do I make decisions? What are the principles for my contact and conduct online, including when I am anonymous? How can I critically consider my online friendships, contacts and sources of information, and make positive contributions? How might the media shape my ideas about various issues and how can I challenge or reject these? Can I explain some ways in which information and data is shared and used online? How can online content impact on me positively or negatively?
Internet Safety & Harms	<ul style="list-style-type: none"> What sort of rules can help to keep us safer and healthier when using technology? Who can help me if I have questions or concerns about what I experience online or about others' online behaviour? 	<ul style="list-style-type: none"> Why is it important to manage the time we spend using technology and/or online? What are the different types on online activity and how might I describe or categorise them? How might the things I see and do online affect how I feel and how healthy I am, and how can I get support or report concerns when I need to? Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making? 	<ul style="list-style-type: none"> What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these? What are some ways of reporting concerns and why is it important to persist in asking? Can I identify, flag and report inappropriate content?

These are the entitlement questions taken directly from the Primary PD Programme frameworks, in order to show the progression in learning across the age groups. They enable teachers to consider what might constitute appropriate content to be covering at each stage, in order that by the end of Year 6, children have been given the opportunity to gain all the statutory knowledge, whilst at the same time having built significant skills and attitudes in relation to their online life which will serve them well both now and in the future.

Education for a Connected World

The **Education for a Connected World** framework describes the digital knowledge and skills that children and young people should have the opportunity to develop at different ages and stages of their lives. It highlights what a child should know in terms of current online technology, its influence on behaviour and development, and what skills they need to be able to navigate it.

The framework has been developed by members of the UKCIS Education Working Group. UKCIS is a group of more than 200 organisations drawn from across government, industry, law, academia and charity sectors working in partnership to help keep children safe online. The group brings together leading organisations in online safety in education and focuses on how education settings in the UK are responding to the challenges of keeping their pupils safe online. These organisations include the NSPCC, the DfE, Childnet International, CEOP and the PSHE Association.

It provides a comprehensive set of progressive online safety statements from EYFS to Key Stage 4, breaking it down into 8 strands and detailing “I can” statements for four age groups - the first two of which are Key Stage 1 (4-7) and Key Stage 2 (7-11). The strands with particular relevance to the Relationships and Health Education curriculum are:

Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.

Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle *e.g. mood, sleep, body health and relationships*. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

To a lesser extent, the strands **Managing Online Information**, and **Online Reputation** have links to the statutory Relationships and Health Education curriculum.

Using the strand headings from this framework is helpful in being able to identify the themes covered by the PD Programme framework statements, which are in turn based on the statutory requirements. This is because some key organisations use Education for a Connected World when creating lesson plans and resources.

Self-image and identity

Years 1 & 2

- What is meant by “identity” and how might someone’s identity online be different from their identity in the physical world?

Years 3 & 4

- How does my own and others’ online identity affect my decisions about communicating online?

Years 5 & 6

- What are the principles for my contact and conduct online, including when I am anonymous?

Online relationships

Years 1 & 2

- What are some examples of online content or contact which might mean I feel unsafe, worried or upset?

Years 3 & 4

- How might people with similar likes and interests benefit from being online, and what risks might there be?
- Can I explain the difference between “liking” and “trusting” someone online?
- What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact?

Years 5 & 6

- What are the principles for my contact and conduct online, including when I am anonymous?
- How can I critically consider my online friendships, contacts and sources of information, and make positive contributions?

Online bullying

From the Anti-bullying section of the PD Framework:

Years 5 & 6

- How do people use technology & social media to bully others and how can I help others to prevent and manage this?

Cyberbullying is also included in Years 3 & 4.

Health, well-being and lifestyle

Years 1 & 2

- What sort of rules can help to keep us safer and healthier when using technology?

Years 3 & 4

- How might my use of technology change as I get older, and how can I make healthier and safer decisions?

- Why is it important to manage the time we spend using technology and/or online?
- How might the things I see and do online affect how I feel and how healthy I am, and how can I get support or report concerns when I need to?
- Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making?

Years 5 & 6

- How can online content impact on me positively or negatively?
- What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these?

The framework questions not listed in these sections relate to:

- a. the general use of technology and the internet, and its benefits and risks.
- b. reporting concerns about content, contact or conduct, and ways of getting help with these.
- c. managing online information

These are spread throughout a variety of sections in Education for a Connected World and within resources provided by other organisations which are detailed below.

The ICT Service

The ICT Service in Cambridgeshire provides a wealth of freely available resources to support schools with mapping, auditing and producing policies and guidance for their E-safety work. These can be found [here](#).

In terms of the crossover between the Computing and PSHE curricula, the pertinent section is the one on the E-safety curriculum which can be found [here](#). Amongst the available resources, you will find Education for a Connected World broken down into year group documents, an audit tool for your online safety curriculum, and a link to the DfE guidance on online safety. You can find progression statements for the primary computing curriculum, including online safety [here](#). There are then further links to teaching materials to support your curriculum. These are free to download, and further information is given below. You may already have a particular scheme or set of resources you use to deliver your Computing curriculum, and we would advise that you cross reference these with the PD Programme framework questions to ensure you are covering all of the new statutory requirements.

Resourcing the curriculum

The teaching materials suggested here are consistent with both curricula and with statutory requirements.

Project Evolve Toolkit www.projectevolve.co.uk

Within this comprehensive toolkit you can search by strand (based on Education for a Connected World), by phase/year group, and

by themes, which are more specific, such as *passwords, age restrictions, communicating safely etc.* There are then individual lesson plans for specific outcomes accompanied by resources.

Be Internet Legends (Google) www.beinternetlegends.withgoogle.com/en_uk

A comprehensive Key Stage 2 resource based on the principles *Sharp, Alert, Secure, Kind, Brave*. A teacher booklet of session plans can be downloaded, including supporting materials.

NSPCC www.learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools

This includes a variety of support and advice, including the *Share Aware* materials for primary pupils.

Think U Know www.thinkuknow.co.uk/professionals/resources/

You can search by age group within this resource library.