About the Topic

This unit is inspired by the idea that it is important to understand and have digital wellbeing. Children will consider ways they can use the Internet positively and how they can look after their wellbeing while being online. Children will learn about potential risks of being online and when using digital technologies as well as strategies to stay safe and to get help. They will also learn about online relationships and what a respectful and healthy online relationship looks like, as well as signs of an inappropriate online relationship and ways to get help. The benefits and risk of social media will also be explored, as well as how social media can be used responsibly. Children will also learn how to recognise what online bullying looks like and how to help make it stop. Finally, the concept of 'fake news' will be explored with children learning how to be able to tell if something online is reliable or not and what they can do to stop the spreading of unreliable information.

Home Learning

My Digital Wellbeing Plan: In this home learning activity, children think about the different ways they use digital technology and track this over two days. They use the plan to map out how they could support their digital wellbeing.

Digitally Ready: In this home learning activity, children use a method of their choice to show that they are digitally ready. This includes ways to handle tricky situations, what to do if they see something upsetting and how to behave responsibly towards others.

Wider Learning:

Why not arrange a 'Digital Wellbeing' day at school which focuses on ensuring everyone within the school community understands ways in which they can enhance and protect their digital wellbeing?

Assessment Statements

- All children should be able to…

- identify the benefits and risks of the Internet;

- understand it is important to look after their digital wellbeing;

- recognise the signs of inappropriate and harmful online relationships;

- identify the benefits and risks of social media;

- understand that online bullying is wrong and what to do to get help to make it stop;

- explain that not all online information is true.

Most children will be able to…
- explain how they can look after their digital wellbeing;

- discuss how to stay safe, healthy and happy online and when they use digital technology;

- explain how to develop safe, respectful and healthy online relationships;

- understand how to use social media responsibly;

- identify online bullying behaviours and talk about what they can do to help themselves and others if it is seen or experienced;

- describe strategies they can use to assess the reliability of online information and images.

Some children will be able to…
- support others in looking after their digital wellbeing;

- explain how time spent online affects their wellbeing;

- describe how responsible social media use helps protects the wellbeing and rights of people;

- encourage others to say no to online bullying;

- reflect on actions they are going to take to help stop the spread of fake news.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association **Programme of Study**.

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Lesson Breakdown	Resources

1. My Digital Life

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

L11. recognise ways in which the internet and social media can be used both positively and negatively

I can identify the benefits of the Internet and know how to look after my digital wellbeing.

2. Staying Safe, Healthy and Happy Online

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

I know how to stay safe, healthy and happy online and when I use digital technology.

3. Online Relationships

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

L11. recognise ways in which the internet and social media can be used both positively and negatively
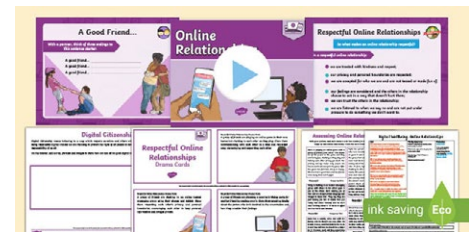
This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association **Programme of Study**.

I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships.

4. Social Media

L11. recognise ways in which the internet and social media can be used both positively and negatively

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

I know how to use social media responsibly to protect the health, wellbeing and rights of all.

- Large piece of paper and pens - enough for each group

5. Saying No to Online Bullying

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

I know what online bullying is and what to do if I see or experience it to help make it stop.

- Large sheets of paper - one per group

6. Fake News

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

I understand not all information online is true and know how to assess the reliability of both text and images.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association **Programme of Study**.