

Health and Relationships Framework: Health and Wellbeing

NB: Some objectives contribute to safeguarding

| Internet Safety and Harms | | | | | | |
|---------------------------|---|--|---|--|---|--|
| Early Learning Goal | Pupils should: <ul style="list-style-type: none"> • Learn that for most people the internet is an integral part of life and has many benefits • Learn about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and impact of positive and negative content online on their own and others' mental and physical wellbeing • Learn 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 • Learn why social media, some computer games and online gaming, for example, are age restricted • Learn that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have negative impact of mental health • Learn how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted • Learn where and how to report concerns and get support with issues online | | | | | |
| EYFS | Key Stage 1 | | Lower Key Stage 2 | | Upper Key Stage 2 | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | To share their online habits to begin to learn of the reasons why the Internet is used by others | To know what is meant by the 'Internet', what people use it for and what devices connect to the Internet, e.g. to explain what the internet is (a way to communicate and share information), illustrate ways their family uses the internet, and give examples of enjoyable activities that do not involve technology. | To use strategies for keeping safe online; the importance of protecting personal information including passwords, addresses and the distribution of images of themselves and others | To recognise what constitutes a responsible use of mobile phones and safer user habits including time limits, turning it off at night, etc) To understand that their actions affect themselves and others | To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media To learn why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations | To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others |