

This resource shows where the **RSHE** objectives are covered within Twinkl Life's PSHE and Citizenship scheme of work.

UKS2 Digital Wellbeing			
Twinkl Life Objective	Relationships Objective	Health Objective	
 Lesson 1: My Digital Life	I can identify the benefits of the Internet and know how to look after my digital wellbeing.	General Wellbeing: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Wellbeing Online: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. Wellbeing Online: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. Wellbeing Online: The benefits of limiting 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. Wellbeing Online: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	
Lesson 2: Staying Safe, Happy and Healthy Online	I know how to stay safe, healthy and happy online and when I use digital technology.	Respectful, Kind Relationships: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. Respectful, Kind Relationships: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online Safety and Awareness: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. Online Safety and Awareness: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	

		Online Safety and Awareness: That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being Safe: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. Being Safe: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Wellbeing Online: That they have rights in relation to sharing personal data, privacy and consent. Wellbeing Online: Where and how to report concerns and get support with issues online.
Resource	Twinkl Life Objective	Relationships Objective	Health Objective
Lesson 3: Online Relationships	I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships.	Families and People Who Care for Me: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring Friendships: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Caring Friendships: How to manage conflict, and that resorting to violence is never right. Caring Friendships: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind Relationships: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. Respectful, Kind Relationships: Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Respectful, Kind Relationships: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. Respectful, Kind Relationships: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	General Wellbeing: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. Wellbeing Online: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. Wellbeing Online: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. Wellbeing Online: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. Wellbeing Online: Where and how to report concerns and get support with issues online. Wellbeing Online: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.

Respectful, Kind Relationships: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online Safety and Awareness: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

Online Safety and Awareness: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

Online Safety and Awareness: That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

Being Safe: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

Being Safe: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

Being Safe: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

Being Safe: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

Being Safe: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

Being Safe: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Resource	Twinkl Life Objective	Relationships Objective	Health Objective
Lesson 4: Social Media	I know how to use social media responsibly to protect the health, wellbeing and rights of all.	Caring Friendships: How to manage conflict, and that resorting to violence is never right. Caring Friendships: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind Relationships: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. Respectful, Kind Relationships: Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Respectful, Kind Relationships: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. Respectful, Kind Relationships: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. Respectful, Kind Relationships: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online Safety and Awareness: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. Online Safety and Awareness: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. Online Safety and Awareness: That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.	General Wellbeing: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. General Wellbeing: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. Wellbeing Online: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. Wellbeing Online: The benefits of limiting 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. Wellbeing Online: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. Wellbeing Online: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. Wellbeing Online: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. Wellbeing Online: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. Wellbeing Online: How to understand the information they find online, including from search engines, and know how information is selected and targeted. Wellbeing Online: Where and how to report concerns and get support with issues online.

		Online Safety and Awareness: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. Online Safety and Awareness: Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. Online Safety and Awareness: That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being Safe: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Being Safe: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	
Resource	Twinkl Life Objective	Relationships Objective	Health Objective
Lesson 5: Saying No to Online Bullying	I know what online bullying is and what to do if I see or experience it to help make it stop.	Families and People Who Care for Me: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring Friendships: How to manage conflict, and that resorting to violence is never right. Caring Friendships: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind Relationships: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. Respectful, Kind Relationships: Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Respectful, Kind Relationships: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. Respectful, Kind Relationships: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	General Wellbeing: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. General Wellbeing: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. General Wellbeing: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Wellbeing Online: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. Wellbeing Online: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. Wellbeing Online: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. Wellbeing Online: Where and how to report concerns and get support with issues online.

		Respectful, Kind Relationships: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online Safety and Awareness: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. Online Safety and Awareness: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. Being Safe: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	
Resource	Twinkl Life Objective	Relationships Objective	Health Objective
Lesson 6: Fake News	I understand not all information online is true and know how to assess the reliability of both text and images.	Online Safety and Awareness: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. Online Safety and Awareness: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.	General Wellbeing: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Wellbeing Online: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. Wellbeing Online: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. Wellbeing Online: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. Wellbeing Online: How to understand the information they find online, including from search engines, and know how information is selected and targeted. Wellbeing Online: Where and how to report concerns and get support with issues online.