

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

LKS2 Digital Wellbeing			
Twinkl Life Objective		Relationships Objectives	Health Objectives
 Lesson 1: The Digital World	I can identify the positives and negatives of being online.	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.	General Wellbeing: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. General Wellbeing: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 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: 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.
	I can be kind online and I can help make the Internet a safer place.	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.	General Wellbeing: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. General Wellbeing: That isolation and loneliness can affect children, and the benefits of seeking support.

		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: 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. 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.	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.
Resource	Twinkl Life Objective	Relationships Objectives	Health Objectives
Lesson 3: Do I Know You?	I know how to stay safe when communicating online and what to do if I don't feel safe.	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: 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. 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.	General Wellbeing: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 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: Where and how to report concerns and get support with issues online.

		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.	
Resource	Twinkl Life Objective	Relationships Objectives	Health Objectives
Lesson 4: Online Information	I can decide how reliable online information is and know how to share information responsibly online.	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.	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.
Lesson 5: Keep It Private	I can identify things we shouldn't share online and give reasons why we shouldn't share them.	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: 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.	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 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.

		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. 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 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 Objectives	Health Objectives
Lesson 6: My Digital Wellness	I understand how technology can affect our wellbeing in different ways.	Caring Friendships: That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 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. 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: 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. 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: 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.	General Wellbeing: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. General Wellbeing: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. General Wellbeing: That isolation and loneliness can affect children, and the benefits of seeking support. 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: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. Wellbeing Online: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 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: Where and how to report concerns and get support with issues online.