RSHE Curriculum (Relationships)
Online safety and awareness
Pupils should know:
• 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. • 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. • 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. • the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • the risks of being online, 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. • 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.

RSHE Curriculum (Health and Wellbeing)
Wellbeing online
Pupils should know:
• 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. • 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. • 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. • how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • 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. • that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • how to understand the information they find online, including from search engines, and know how information is selected and targeted. • that they have rights in relation to sharing personal data, privacy and consent. • where and how to report concerns and get support with issues online.