

Digital Wellbeing: Staying Safe, Healthy and Happy Online

<p>Aim:</p> <p>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</p> <p>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</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>I know how to stay safe, healthy and happy online and when I use digital technology.</p>	<p>The Big Questions:</p> <p>What are the potential risks of being online and using digital technology?</p> <p>How can we stay safe, healthy and happy online and when we are using digital technology?</p> <p>How can we get help for any concerns we have?</p> <p>What choices can we make to look after ourselves and others when we are online and using digital technology?</p>	<p>Resources:</p> <p>Lesson Pack</p> <p>It is recommended that this unit is taught alongside the accompanying Learning Journey Record Resource Pack.</p>
<p>Success Criteria:</p> <p>I can identify some of the potential risks of being online and using digital technology.</p> <p>I can exemplify ways to stay safe online and when using digital technology.</p> <p>I can explain how to get help and report concerns if something worries or frightens me online.</p> <p>I can reflect on positive choices I can make to look after myself and others online and when I use digital technology.</p>	<p>Key/New Words:</p> <p>regulations, restrictions, personal safety, wellbeing, mental health, emotional wellbeing, social media, online, tv programmes, films, online games, private, privacy, personal, information, data, images, worry, concern, frightened, help, report, appropriate, inappropriate, content, contact, reliable, safe, choices, storage, sharing</p>	<p>Preparation:</p> <p>Staying Safe, Digitally Healthy and Happy Booklet - one per child</p> <p>Staying Safe, Healthy and Happy Online Quiz - one per small group</p>





Prior Learning

It would be helpful if pupils had previously identified how they use and interact with digital technology.





Special Considerations


Be mindful of any children struggling with their digital wellbeing or those who are currently involved in situations where their online safety, health and happiness is compromised and, prior to the lesson, consider how you will approach this.


Learning Sequence


	<p>Reconnecting – Digital Risks: Share the lesson's Big Questions. Using the Lesson Presentation, explain that the Internet and digital technology bring many benefits to individuals and society but there are also potential risks. Put the children in pairs and ask them to work out the missing letters in the words in the Lesson Presentation to identify some of these risks. On the following slide, click on each word to reveal more detail on each of the risks; read and discuss each with the children.</p>	
	<p>Exploring – Staying Safe, Digitally Healthy and Happy: Read the information in the Lesson Presentation to the children to highlight that although there are risks when we are online and using digital technology, there are measures we can take to stay safe, healthy and happy. Give each child a copy of the Staying Safe, Digitally Healthy and Happy Booklet which sets out measures they can take to stay safe online. Ask the children to read the advice and then illustrate and exemplify each point to create a top tips booklet which can be displayed around school or taken home for personal use.</p>	


This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

	<p>Exploring – Getting Help: Using the Lesson Presentation, discuss the importance of getting help for anything online or when we are using digital technology that worries, concerns or frightens us. Ask the children to share strategies they already know for getting help. Then, use the information given in the Lesson Presentation to clearly set out the steps for getting help and reporting digital and online concerns.</p>	
	<p>Reflecting – Making Positive Choices: Show the illustrations in the Lesson Presentation and ask the children to think quietly about their answer to the question, ‘what choices are you going to make to look after yourself and others when you are online and using digital technology?’. Invite the children to share their thoughts with the class, if they feel happy to do so. Return to the Big Questions and assess the children’s learning.</p>	

	<p>Consolidating – Quiz Questions: This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Put the children into small groups and ask them to complete the Staying Safe, Healthy and Happy Online Quiz together, discussing answers as they complete it. Once all groups have finished, discuss each answer as a class, providing an opportunity to discuss any misconceptions.</p>
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	<p>Supporting: Ensure children are in supportive and appropriate groupings and provide reading support if needed for the individual activity.</p>
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	<p>Extending: Ask the children to create their own quiz for younger year groups to help them learn how to stay safe, healthy and happy online.</p>
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	<p>Developing: Celebrate Safer Internet Day throughout the school and involve the children in planning and preparing this event. Hold an event or send out information to remind parents and carers about the importance of parental controls and other ways in which they can help to keep their children safe when they are online.</p>
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Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

<p>Policies:</p>	<p>If, at any time, you have any concerns about a child’s safety or wellbeing, consult your school’s safeguarding and child protection policies.</p>
<p>Rules:</p>	<p>Remind children of the class agreement or ground rules for discussion.</p>
<p>Expect:</p>	<p>Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.</p>
<p>Procedures:</p>	<p>Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.</p>
<p>Ask:</p>	<p>Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.</p>
<p>Respond:</p>	<p>Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.</p>
<p>Enable:</p>	<p>Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.</p>

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