

## National Statutory Requirements

### (DFE Statutory Guidance on Health Education and Relationship Education)

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

## Series of Lessons

- Identify opportunities to connect with others, including friends online.
- Manage relationships positively, online and offline and how to respond if we feel an online relationship isn't safe.
- Recognise ways that people may behave differently online and that not all content is trustworthy.

## PDL

### Friendships and Staying Safe – Year 6



## Progression of Skills

### (PSHE ASSOCIATION PROGRAMME OF STUDY 2020)

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

H38. how to predict, assess and manage risk in different situations

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

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

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

L11. recognise ways in which the internet and social media can be used both positively and negatively

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

## Unit Outcome

### In this unit of work, pupils learn:

- about opportunities to connect with others, including friends, online
- about what it means to 'know someone online' and how this differs to knowing someone face to face
- about why someone may behave differently online, including pretending to be someone they are not
- how to manage the risks of communicating online with others not known face-to-face
- strategies to respond to harmful behaviour, including online
- how to report concerns and access help or advice

## R&R and Herne Harmony Values

### Article 15, Article 31

Respect, Collaboration, Honesty

## Vocabulary

Friendships, healthy relationships, unhealthy relationships, online, offline, online bullying, trusted adult, childline, report concerns, face-to-face, critical thinking, fact, opinion, trust, sources, checklist

## Resources

Flipcharts  
Worksheets on system,  
Baseline Assessments, Resources on system.