



Online Safety and PSHE



Where it is taught explicitly in our curriculum

The letters in the icons correspond to the statutory RSHE guidance sections as follows:

Relationships Education

- F** Families and people who care for me
- CF** Caring Friendships
- RKR** Respectful, kind relationships
- OSA** Online safety and awareness
- BS** Being Safe

Health Education (Health and Wellbeing)

- GW** General wellbeing
- WO** Wellbeing online
- PHF** Physical health and fitness
- HE** Healthy eating
- DATV** Drugs, alcohol, tobacco and prevention
- HPP** Health protection and prevention
- PS** Personal safety
- BFA** Basic first aid
- DB** Developing bodies

KS1 objectives for online safety from PSHE Matters 2026 edition.

Being Safe PS1 What rules are, some basic safety rules and how different rules can help to keep people safe in different situations

Being Safe WO10 OSA4 OSA5 Basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people.

Being Safe WO1 Different ways people use the internet in everyday life.

Being Safe WO7 That not everything on the internet is true or real.

Being Safe WO2 WO4 OSA1 How the internet and digital devices can be used to safely and respectfully communicate with others

Being Safe OSA1 That it is important to be kind online; that people's feelings can be hurt by unkindness online.

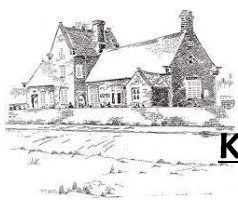
Being Safe OSA2 That sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true.

Being Safe WO10 OSA4 OSA5 Basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people

Being Safe WO3 WO5 OSA3 How rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices

Being Safe WO6 WO7 Some benefits and risks of watching videos or playing games online

Being Safe WO11 How to tell a trusted adult if they have worries about something online



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KS2 objectives for online safety from PSHE Matters 2026 edition.

Bullying Matters WO8 About different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others.

Bullying Matters WO1 WO2 About ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online.

Bullying Matters WO4 How someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind, and respectful communication online, including when anonymous

Bullying Matters WO8 About different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others.

Being Responsible WO4 W10 About rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent.

Being Responsible WO3 About the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing.

Being Safe WO4 WO10 About rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent.

Being Safe OSA6 Where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online.

Being Safe WO11 The importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why and how to report concerns online

Being Safe OSA5 The risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet

Being Safe OSA4 How to decide what is appropriate to share online and what should not be shared

Being Safe WO5 Reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing.

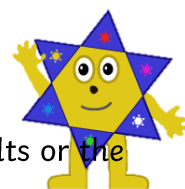
Being Safe WO1 What AI is (including generative AI) and where it might be encountered in everyday life.

Being Safe WO2 How AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing.

Being Safe WO7 WO9 WO10 How content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online,



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including for commercial purposes; how to make safe, reliable choices about search results or the content they see.

Being Safe WO7 WO9 How text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation.

Being Safe WO2 Similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling.

Being Safe OSA1 WO4 Strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online.

Being responsible OSA1 That the same principles about how to treat others apply in all contexts, including online

Being Me OSA2 About why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognizing risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support

Bullying Matters OSA1 That the same principles about how to treat others apply in all contexts, including online

Changes OSA2 Different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult.

Being Safe Online	Being Safe Online	Being Safe Online	Being Safe Online
• Begin to recognise that digital devices are used with adult support. • Start to become aware that there are simple rules such as staying with an adult. • Begin to understand that devices should be used for a short time. • Begin to understand the difference between what is real and what is not. • Communicate feelings or concerns about what they see or hear online. • Begin to follow guidance and boundaries around screen use, learning when to stop and transition to other activities. • Start to think about consequences, understanding that asking an adult before clicking or continuing helps keep them safe.	• Explore basic rules for keeping safe and well online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision.	• Explain basic strategies to help keep themselves safe and well online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report, screen time.	• Identify strategies for keeping safe and well online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility, balancing time online/offline. • Identify the benefits and risks of AI and Chatbots .