DiGii SOCIAL

Curriculum Links

Play it safe and fair online
Safer Internet Day 2022

Learning Intention

To consider the need for rules and understand our rights and responsibilities
To know how we can be safe and fair online

Australian National Curriculum	UK- RSHE	International Baccalaureate
Health and Physical Education Practise skills to establish and maintain relationships (ACCPPS055) Plan and practise strategies to promote health, safety and wellbeing (ACCPS054) Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058) Plan, create and communicate ideas and information including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022) Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071) **Personal and Social General Capabilities** -Reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts -Evaluate, rethink, and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations -Become confident, resilient, and adaptable	**Online Relationships** -That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous. **Being Safe** -How to report concerns or abuse, and the vocabulary and confidence needed to do so **Respectful relationships** -the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

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-Understand relationships -Contribute to a civil society	-that in school and in wider-society they can expect to be treated with respect by others, and in return they should show due respect to others -about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help Mental Wellbeing -That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing -Where and how to seek support (including recognising the triggers for seeking support), including whom 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) Internet Safety and Harms -How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. Risk-takers: They are brave and articulate in defending their beliefs. Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. Reflective: They give thoughtful consideration to their own learning and experience.

	-That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health -Where and how to report concerns and get support with issues	

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