



How does Jigsaw PSHE support 'Education for a Connected World – 2020 edition'

Education for a Connected World is a framework to equip children and young people for digital life. It was written by the UK Council for Internet Safety and enables the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world.

It focuses specifically on eight different aspects of online education:

1. Self-image and identity	This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.
2. Online relationships	This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.
3. Online reputation	This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.
4. Online bullying	This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.
5. Managing online information	This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.
6. Health, well-being and lifestyle	This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.
7. Privacy and security	This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.
8. Copyright and ownership	This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

The framework aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change. The objectives promote the development of safe and appropriate long-term behaviours, and support educators in shaping the culture within their setting and beyond.

School leaders, teachers and other members of the children's workforce can use this framework for a wide range of purposes, including:

- Developing a rich, effective and developmental curriculum, which will support young people to be safe, healthy and thriving online
- Auditing and evaluating existing provision of online safety education
- Coordinating delivery of online safety education throughout the curriculum
- Improving engagement across the wider school community on issues related to online safety
- Developing effective training for staff and governors / board members

Online safety is a whole school issue. The framework aims to support the development of the curriculum and is of particular relevance to PSHE education, Relationships and Sex Education, Health Education and Computing. It is designed, however, to be usable across the curriculum and to be central to a whole school approach to safeguarding and online safety.

According to the DfE, the body that wrote the guidance, much of the specific knowledge young people will need to enable them to live safely and thrive online are identified throughout the new statutory subjects of Relationships Education, Relationships and Sex Education and Health Education, all of which are now statutory from September 2020 in England. The document focuses on the importance of ensuring that factual knowledge is set within learning that provides a broader understanding of the digital world and the development of digital skills.

The mapping below outlines where Jigsaw PSHE 3-16 can support schools to ensure they are delivering high-quality online safety education. The mapping is intended to give a flavour of what Jigsaw PSHE 3-16 lesson can offer teachers when they come to use the framework in school. Whilst PSHE as a subject can provide many appropriate and relevant learning opportunities for children in terms of online safety, it is expected that other subjects will contribute to their learning too, as is expected of a broad and balanced curriculum. Likewise, in many schools, PSHE is afforded an hour of teaching per week, and in this time numerous other topics need to be covered, so teachers might find that they need to dedicate some specific teaching time to ensure they cover all of the framework's learning outcomes.

That said, Jigsaw PSHE 3-16 has always maintained the stance of teaching personal development relevant to students' real world; this enables strong skills-based foundations to be laid, so that when online, children and young people manage themselves and situations better – with more discernment, assertiveness and clarity.

Many of the learning outcomes laid out in the framework are couched in terms of being online, when in fact these skills are perhaps best learnt initially in offline examples; they can then be applied to online situations. Nevertheless, there are some explicit lessons that cover online safety in more depth, which are noted in the mapping below. Note that not all of the learning outcomes from the framework are covered in Jigsaw, and that Jigsaw, especially in younger year groups, but throughout the programme, enables safe online behaviour and relationships as well as focussing on healthy, positive offline relationships etc.

Jigsaw, the mindful approach to PSHE, for ages 3-16 is organised into x6 half-term units, called Puzzles, designed to be delivered in sequence from the beginning to the end of the school year in order to build progression in learning through this spiral curriculum.

The Puzzles:

Being Me in My World

Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me

These Puzzles are cited in the grid below, giving a flavour of how the outcomes in 'Education for a Connected World (2020)' are included in the Jigsaw Programme in the different Key Stages.



Self-image and identity

I can explain what is meant by the term 'identity'.	I can explain how my online identity can be different to my offline identity.	I can explain how identity online can be copied, modified or altered.	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.
I can explain how people can represent themselves in different ways online.	I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	I can demonstrate how to make responsible choices about having an online identity, depending on context.	
I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar ; social media) and why.	I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.		I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.
			I can explain the importance of asking until I get the help needed.

Year 6 Jigsaw

Relationships

Piece 1 – Recognising Me

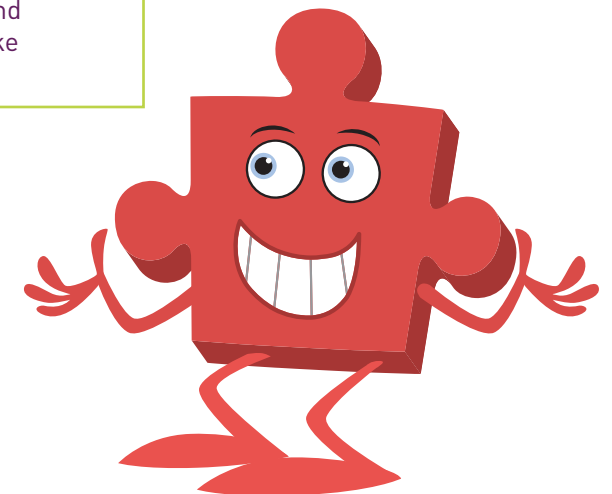
Children learn to have an accurate picture of who they are in terms of their characteristics and personal qualities.

Year 6 Jigsaw

Relationships

Pieces 2-6 (Online safety lessons)

In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities are being online, staying safe, and relationships with technology all make reference to online image and identity within these lessons.





Online relationships

I can describe ways people who have similar likes and interests can get together online.	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming , gaming platforms).	I can give examples of technology-specific forms of communication (e.g. emojis , memes and GIFs).	I can explain how sharing something online may have an impact either positively or negatively.
I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.	I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.
I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.	I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.	I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).	I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs .
I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.		I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.
I can explain how someone's feelings can be hurt by what is said or written online.		I can demonstrate how to support others (including those who are having difficulties) online.	
I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.			

Year 5 Jigsaw
Relationships
Pieces 2-6 (Online safety lessons)

In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, and relationships with technology all make reference to online image and identity within these lessons.

Year 6 Jigsaw
Relationships
Pieces 5 & 6 (Online safety lessons)

Children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and well-being. Piece 6 focuses on the SMARRT rules and how to stay safe and happy online – and what to do if you don't feel safe.



Online reputation

I can explain how to search for information about others online.	I can describe how to find out information about others by searching online.	I can search for information about an individual online and summarise the information found.	I can explain the ways in which anyone can develop a positive online reputation.
I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.	I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.	I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity .
I can explain who someone can ask if they are unsure about putting something online.			

Year 3 Jigsaw

Relationships

Piece 3 – Keeping myself safe online

Children learn and rehearse using strategies for keeping themselves safe online; they also learn who to ask for help if they are worried or concerned about anything online.

Year 6 Jigsaw

Relationships

Piece 6 – Using technology responsibly

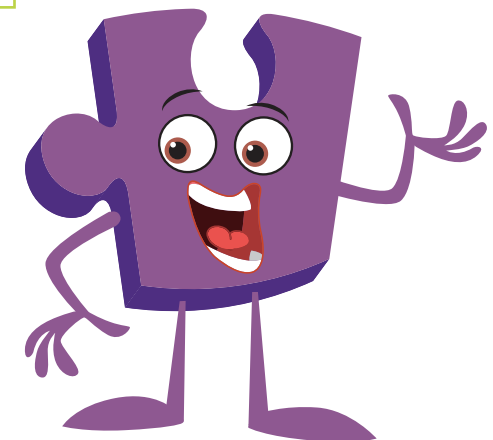
This lesson offers the opportunity for children to learn to use technology positively and safely, so they can communicate respectfully.

Year 5 Jigsaw

Relationships

Pieces 2-6 (General online safety lessons)

In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, relationships with technology and online communities and gaming are discussed and learnt about in detail.





Online bullying

I can describe appropriate ways to behave towards other people online and why this is important.

I can give examples of how bullying behaviour could appear online and how someone can get support.

I can recognise when someone is upset, hurt or angry online.

I can describe ways people can be bullied through a range of media (e.g. image, video, text, **chat**).

I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).

I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.

I can describe how what one person perceives as playful joking and teasing (including **“banter”**) might be experienced by others as bullying.

I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.

I can identify a range of ways to report concerns and access support both in school and at home about online bullying.

I can explain how to block abusive users.

I can describe the **helpline services** which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).

I can describe how to capture bullying content as evidence (e.g **screen-grab, URL, profile**) to share with others who can help me.

I can explain how someone would report online bullying in different contexts.

Year 3 Jigsaw

Relationships

Piece 3 – Keeping myself safe online

Children learn and rehearse using strategies for keeping themselves safe online; they also learn who to ask for help if they are worried or concerned about anything online.

Year 5 Jigsaw

Relationships

Piece 2 – Being in an online community

This lesson covers the rights and responsibilities of being online, and how an online community can help or hinder an individual.

Year 6 Jigsaw

Celebrating Difference

Piece 4 – Why bully?

Children are encouraged to practise and use a variety of strategies in managing their feelings in bullying scenarios – and how they can help solve problems if they are part of a bullying situation.



Managing online information

I can demonstrate how to use key phrases in search engines to gather accurate information online.	I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.	I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result.	I can explain how search engines work and how results are selected and ranked.	I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).	I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.
I can explain what autocomplete is and how to choose the best suggestion.	I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).	I can explain what is meant by 'being sceptical '; I can give examples of when and why it is important to be 'sceptical'.	I can explain how to use search technologies effectively.	I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.	I can explain how companies and news providers target people with online stories they are more likely to engage with and how to recognise this.
I can explain how the internet can be used to sell and buy things.	I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.	I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.	I can describe how some online information can be opinion and can offer examples.	I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.	I can describe the difference between on-line misinformation and dis-information .
I can explain the difference between a 'belief', an 'opinion' and a 'fact'. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.	I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.	I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.	I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.	I can explain what is meant by a ' hoax '. I can explain why someone would need to think carefully before they share.	I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).
I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).	I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.	I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups , targeted ads.	I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and ' ad targeting ' and targeting for fake news).		I can identify, flag and report inappropriate content.
I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.	I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.		I understand the concept of persuasive design and how it can be used to influence peoples' choices.		

It is important that learning outcomes are interpreted within contexts that are relevant to the learner's experience and are achieved through learning that is matched to the readiness of the learner.

Year 5 Jigsaw

Relationships

Pieces 2-6 (General online safety lessons)

In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, relationships with technology and online communities and gaming are discussed and learnt about in detail.

Year 6 Jigsaw

Relationships

Piece 5 – Being online: real or fake? Safe or unsafe?

This lesson helps children determine whether that they see online is safe and helpful – and whether it is true or fake. It also helps them to learn about resisting pressure online and becoming more discerning. The Jigsaw SMARRT rules are followed in this lesson, meaning that children have agency over their actions and know where to go for help if they need it.



Health, well-being and lifestyle

I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).	I can explain how using technology can be a distraction from other things, in both a positive and negative way.	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC , parental warnings) and describe their purpose.
	I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.	I can describe some strategies, tips or advice to promote health and well-being with regards to technology.	I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.
I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).		I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.	I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).
		I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.	I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode , regular breaks, correct posture, sleep, diet and exercise).

Year 5 Jigsaw

Relationships

Pieces 2-6 (General online safety lessons)

In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, relationships with technology and online communities and gaming are discussed and learnt about in detail. Screen time is a focus of Piece 5, as children learn to recognise when they are spending too long on their devices – and to know how to help themselves.



Privacy and security

I can describe simple strategies for creating and keeping passwords private.

I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.

I can describe how connected devices can collect and share anyone's information with others.

I can describe strategies for keeping personal information private, depending on context.

I can explain that internet use is never fully private and is monitored, e.g. adult supervision.

I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.

I know what the **digital age of consent** is and the impact this has on online services asking for consent.

I can explain what a **strong password** is and demonstrate how to create one.

I can explain how many free apps or services may read and share private information (e.g. friends, contacts, **likes**, images, videos, voice, messages, **geolocation**) with others.

I can explain what app permissions are and can give some examples.

I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).

I can explain what to do if a password is shared, lost or stolen.

I can describe how and why people should keep their software and apps up to date, e.g. auto updates.

I can describe simple ways to increase privacy on apps and services that provide privacy settings.

I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. **scams, phishing**).

I know that online services have **terms and conditions** that govern their use.

Year 6 Jigsaw

Relationships

Piece 6 – Using technology responsibly

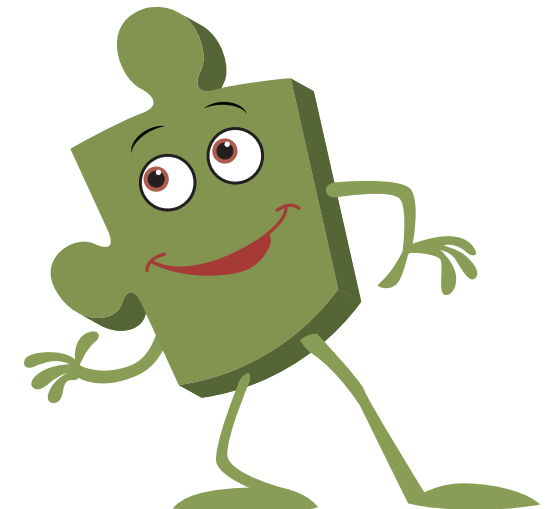
This lesson offers the opportunity for children to learn to use technology positively and safely, so they can communicate respectfully. It allows children the opportunity to take responsibility for their own safety and their well-being.

Year 5 Jigsaw

Relationships

Piece 6 – Relationships and technology

Under the banner of keeping safe online, children learn about resisting pressure to use technology that could be risky or may cause harm to themselves or others.





Copyright and ownership

I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.

When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.

I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.

I can assess and justify when it is acceptable to use the work of others.

I can give examples of content that is permitted to be reused and know how this content can be found online.

I can demonstrate the use of search tools to find and access online content which can be reused by others.

I can demonstrate how to make references to and acknowledge sources I have used from the internet.

Year 5 Jigsaw

Relationships

Pieces 2-6 (General online safety lessons)

In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, relationships with technology and online communities and gaming are discussed and learnt about in detail. Piece 4 focuses on the gaming community, where children can learn about some legalities of the internet, including what age limits and use limits exist within some online communities.





Self-image and identity

I can give examples of how the internet and social media can be used for positive self-promotion.

I can explain how anyone can curate and experiment with their identity online and why they might wish to do this.

I am aware that a person's online activity, history or profile (their '**digital personality**') will affect the type of information returned to them in a search or on a **social media** feed, and how this may be intended to influence their beliefs, actions and choices.

I can assess the potential reputational benefits and risks in the way I represent myself online, and explain strategies to manage this (e.g. anonymity, '**brand you**').

I can explain what 'autonomy' means to me when it comes to the things I share and choose to engage with online.

I can describe how messages online portraying '**identity ideals**' can inhibit someone from being themselves online or sharing things openly.

I can explain why it is important to balance 'keeping an open mind' with critically evaluating what ideas, opinions or beliefs I accept and reject and why I may need to re-evaluate if new evidence emerges.

I can reflect on and assess the role that digital media plays in my life and give clear examples of where it benefits my lifestyle.

I can explain how online images can help to reinforce stereotypes.

I can describe some of the pressures that people can feel when they are using social media (e.g. peer pressure, a desire for peer approval, comparing themselves or their lives to others, '**FOMO**').

I can explain how any images and videos can be **digitally manipulated** (e.g. using filters, cropping, **deep fake technology**).

Year 7 Jigsaw

Being Me in My World

Pieces 3 & 4

Students learn how they can present themselves online, whilst understanding how their online identity can affect what others think and feel about them. They also learn about the influences on their online behaviour and how what they say and do online can have consequences for themselves and others.

Year 8 Jigsaw

Dreams & Goals

Piece 3 – Online safety

This lesson focuses on how online activity can be both positive and negative, with an emphasis on how students can protect their online identity in order to avoid anything that could have a negative impact on their future plans and aspirations.

Year 9 Jigsaw

Dreams & Goals

Piece 5 – Media manipulation and mental health

Students begin by forming an understanding of how the media can manipulate information/images, and how this can have an effect on someone's mental health; explicit links can be made between the media and mental health and illness.



Online relationships

I can explain the importance of having a choice and giving others a choice online.	I can describe the benefits of communicating with a partner online.	I can give examples of how harmful online sexual behaviour can occur and can critically assess the potential harm.
I can explain how and why people who communicate with others through online platforms may try to influence others negatively and I can offer examples. e.g. racist / homophobic comments, social influencers sharing weight loss products, grooming; radicalisation; coercion.	I can explain how relationships can safely begin (online dating), develop, be maintained, changed and end online.	I can explain what is meant by making and sharing explicit images and videos (e.g. nudes and upskirting), I can identify different contexts in which this can happen (e.g. consensual, non-consensual), explain a range of possible impacts and identify strategies for seeking help.
I can explain strategies for assessing the degree of trust I place in people or organisations online.	I can recognise harmful language of a discriminatory nature and harassment online and who can support people if this occurs (e.g. homophobia, name-calling, threatening to 'out' someone , threatening violence).	I can describe the laws that govern online behaviour and how they inform what is acceptable or legal (e.g. sexting and related terminology, trolling, harassment, stalking).
I can describe some signs of harmful online situations e.g. sexual harassment, grooming, cyberbullying.	I can describe different ways someone can give, gain or deny consent online and explain why context is important for assessing this.	
I can assess when I need to take action and explain what to do if I am concerned about my own or someone else's online relationship.	I can explain the differences between active, passive and assumed consent online.	
	I can explain why we have a collective responsibility to gain consent before sharing or forwarding information online (e.g. personal details, images etc.)	
	I can give examples of how to make positive contributions to online debates and discussions.	
	I can give examples where positive contributions have effected change in an online community.	

Year 8 Jigsaw Relationships
Piece 2 – Being in control of... personal space

The concept of personal space, both offline and online, is the focus of this lesson, with an emphasis on etiquette and manners – and how this differs across different cultures and offline and online too.

Year 8 Jigsaw Relationships
Piece 5 – Being in control of... social media

Students learn how to use social media appropriately, legally and safely, and where to go if they need help.

Year 9 Jigsaw Relationships
Piece 3 – Porn – is it real?

This lesson allows students to learn about sex and the law as applied to being online and on social media.

Year 8 Jigsaw Changing Me
Piece 4 – Does watching pornography help people to understand relationships?

Students learn that pornography does not reflect reality and that it can have negative effect on relationships.

Year 9 Jigsaw Being Me in My World
Piece 5 - Consent

Consent is the focus of this lesson, what it means and how it is linked to self-identity and relationships.

Year 7 Jigsaw Relationships
Pieces 1 & 5

The concept of consent is introduced here in Piece 1 and followed up in Piece 5. The tea and consent video is used here to explain about giving and receiving consent. Additionally, assertiveness techniques are introduced to support students in saying yes and no when they choose to. Sexting is also covered.



Online reputation

I can describe and assess the benefits and the potential risks of sharing information online.

I can explain how the information online services hold about someone forms part of their **'online identity'** and how this differs from their **digital personality**.

I can describe what is appropriate to say and do in different online settings / platforms (e.g. opinions, values, information, shares, **'likes'**, **'forwards'**).

I can explain and give examples of how what anyone writes online can also affect their school, family or social group, or future opportunities.

I can describe ways that someone can manage what others can say and share about them and explain strategies to protect an individual's **'digital personality'**.

I can monitor and manage my online reputation and I can describe clear steps to ensure that it promotes a positive image.

I can identify some of the key laws governing online behaviour and reputation and the potential criminal implications of breaking them.

Year 7 Jigsaw

Dreams & Goals

Pieces 4 & 5

Students learn how responsible choices enable them to move towards their life dreams/goals, and they can give examples of when an irresponsible or unsafe choice could affect a person's dreams and goals – and this includes online choices too.

Year 7 Jigsaw

Being Me in My World

Piece 4 - My online identity

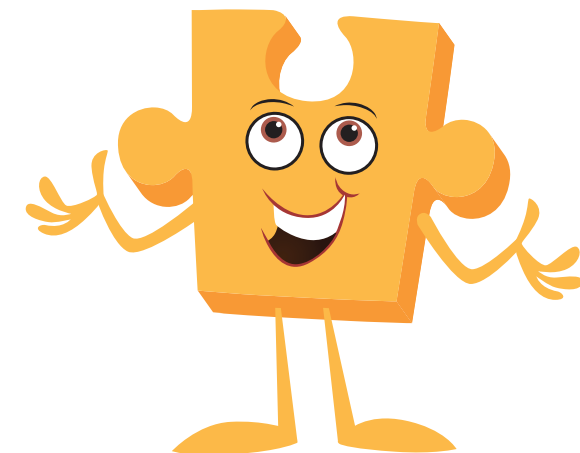
Students learn to recognise how they are represented online; they gain an understanding of how their online identity can affect what others think and feel about them.

Year 7 Jigsaw

Being Me in My World

Piece 6 - Assessment

This lesson focuses on students understanding their online behaviour – and that what they say or do online has consequences, for themselves and others.





Online bullying

I can describe how bullying may change as we grow older and recognise when it is taking place online.

I can describe a range of different bullying types and behaviours and assess when these are occurring (e.g. homophobia, racism, gender discrimination, sexism, ableism, **exclusion** of others from online forms of communication, setting up **fake profiles** of another person).

I can explain why anyone experiencing online abuse is never to blame (e.g. victim blaming) and that to suggest they are is wrong.

I can identify and demonstrate actions to support others who are experiencing difficulties online.

I can explain my criteria for distinguishing between online bullying and teasing (**banter**) online. I can offer examples to differentiate between them.

I can demonstrate how someone would intervene (and how they would assess if this should be directly or indirectly) to support others who are experiencing difficulties online.

I can give examples of effective strategies which might help myself or others.

I can explain how cruelty and unpleasant comments can escalate quickly online.

I can explain the concept of **disinhibition** online and can explain how this can be problematic.

I can explain and assess a variety of routes to report bullying both in school and at home that include: **social reporting, peer support, anonymous reporting routes** and **helpline services**.

I can describe some of the laws that govern online behaviour and bullying and the potential implications of breaking them.

I can explain what actions I can take if I believe these laws have been broken.

Year 7 Jigsaw

Celebrating Difference

Piece 5 – Bullying

The definition of bullying, what it is not, and the motivation behind this behaviour helps students to understand its impact on those involved; there is ample emphasis on where and how to find support when it is needed.

Year 8 Jigsaw

Celebrating Difference

Piece 4 – Bullying

Defining bullying is the focus of this lesson, building on what students have learnt previously, this time with an emphasis on LGBT+ bullying and how this can also occur online.

Year 9 Jigsaw

Celebrating Difference

Piece 5 – Bullying

Students examine different types of bullying, including online, what to do if they encounter it, and what short- and long-term effects it has on mental well-being.





Managing online information

I can explain why using various additional tools can refine my searches more effectively (e.g. search filters: size, type, usage rights etc.).

I can explain how online content published by an individual can be interpreted differently by others.

I can explain how 'liking', 'sharing' or 'forwarding' online content can change people's opinions of someone (e.g. contribute to or damage their online reputation).

I can explain how '**online marketplaces**' can enable small businesses or individuals to do business on a wider / global scale.

I can assess the benefits and limitations of **online commerce**.

I can navigate online content, websites or social media feeds using more sophisticated tools to get to the information I want (e.g. menus, **sitemaps**, **breadcrumb-trails**, site search functions).

I can refine search phrases with additional functions (e.g. **+**, **AND**, **" "**, **NOT**, ***** **wildcard**).

I can explain how **search engine rankings** are returned and can explain how they can be influenced (e.g. commerce, sponsored results). I can use a range of features to quality assure the content I access online (e.g. **hits**, **likes**, **comments**).

I can analyse and evaluate the reliability and validity of online information based on content as well as appearance.

I can explain why accurate information can be used in a **false context** to deliberately be used selectively to disinform.

I can explain that whilst 'everyone is entitled to their opinion' not all opinions are equally credible or morally defensible (and some may be restricted from public expression e.g. those that encourage racial or religious hatred).

I can explain and recognise how social media can amplify, weaken or distort the apparent strength, validity, or popularity of sometimes extreme ideas, beliefs or opinions, (e.g. an '**echo-chamber**').

I can understand that individuals and organisations can be impersonated to deliberately mislead. I can explain how activity on social media may be contributed by '**social bots**'.

I can explain **Deepfake Technology** and why this may be dangerous (e.g. for individuals and the democratic process).

I can explain how accusations of '**fake news**' can be used to discredit the accurate reporting of real events.

Year 8 Jigsaw

Dreams & Goals

Piece 3 – Online safety

This lesson focuses on how online activity can be both positive and negative, with an emphasis on how students can protect their online identity in order to avoid anything that could have a negative impact on their future plans and aspirations.

Year 8 Jigsaw

Relationships

Piece 5 – Being in control of... social media

Students learn how to use social media appropriately, legally and safely, and where to go if they need help. Students also learn about how online information can be distorted and that safety can therefore be compromised.



Health, well-being and lifestyle

I recognise and can discuss the pressures that technology can place on someone (e.g. immediate response on social media and messaging apps; always available; invasive; rapid engagement).	I can assess the benefits of and potential problems with sites or apps that intend to promote positive well-being (e.g. wellness apps, fitness trackers, meditation / relaxation apps).	I can identify online content and / or groups that promote unhealthy coping strategies (e.g. suicide, eating disorders, self-harm).
I can explain the importance of self-regulating technology use; I can demonstrate strategies to do this (e.g. monitoring time spent online, avoiding accidents).	I can demonstrate criteria for assessing and differentiating between health sites that offer unbiased, accurate and reliable health information from those promoting a product or agenda.	I can identify and assess some of the potential risks of seeking help or harmful advice from these sites.
I can explain how someone might recognise that they need support to manage their use of technology and who might provide that support.	I can describe the criteria to evaluate the benefits or risks associated with technology and apps available.	I can identify who to talk to if I thought someone was at risk of being influenced by such sites.
I can describe strategies to identify and assess when peers may need support and describe ways to assist peers who may be experiencing difficulties.		I know how to report content which is promoting unhealthy or harmful behaviour.
I can identify commercial content (e.g. pop-ups, spam) and can discuss simple strategies to manage such content (e.g. pop-up blockers, junk folders, unsubscribing).		

Year 8 Jigsaw

Dreams & Goals

Piece 3 – Online safety

This lesson focuses on how online activity can be both positive and negative, with an emphasis on how students can protect their online identity in order to avoid anything that could have a negative impact on their future plans and aspirations.

Year 9 Jigsaw

Healthy Me

Piece 1 – Making healthier choices

Health misconceptions are discussed in this lesson, so students can gain the confidence to make healthy choices that are right for them – and that they can be assured in their own opinions, no matter what they might encounter online.

Year 8 Jigsaw

Healthy Me

Piece 6 - Assessment

Students have the opportunity in this lesson to show an understanding of how and when the influence of others could be detrimental to their health and happiness. Whilst not specifically related to online health-related messages, students are likely to notice how online messages are relevant here too.





Privacy and security

I can explain why someone should use a strong and separate password for their email account, as the gateway to other online accounts.	I know that accessing some websites or services may increase the risk of encountering viruses and other types of malware .	I can identify choices and demonstrate strategies to control the personal data online services hold.
I can explain the terms ' connectivity ' and the ' Internet of things '.	I can demonstrate ways in which someone can change their browser settings to make their online browsing more secure (e.g. cookie permissions, do-not-track-me , password storage, incognito).	I can explain why it's important to know how to recover a device or account if it gets compromised / hacked.
I can recognise that devices can collect and share data about users with or without their knowledge or awareness, e.g. device usage including microphone, camera and geolocation .	I can explain app permissions and analyse them to make informed choices on which apps to use.	I can explain that hacking can have legal consequences.
I understand the benefits of two factor authentication and use it where available.	I can explain how the security of devices connected to the internet may be compromised e.g. webcams , monitors, phones or toys. I can demonstrate actions people can take to minimise such compromise (e.g. covering cameras on computers when not in use).	I know who people can report to if they have experienced a cyber problem (e.g. identity theft , ransomware).
I can explain why backing up data is important and how this can be done.		
I can explain how and why it is important to always ensure someone makes safe and secure online payments.		
I can explain why online services have terms and conditions that govern their use and give examples that illustrate how they impact on a user e.g. age restrictions.		
I can explain what malware is and give some examples of how it operates and what the impact could be on a device or user (e.g. viruses , trojans , ransomware).		
I can explain what cookies are and can give examples of how my online browsing can be tracked and used by others (e.g. adware).		
I can explain that devices and the internet can be monitored in order to keep people safe.		

It is important to note here that there are no explicit mentions of these issues of privacy and security per se in Jigsaw for Key Stage 3 students. This is better served by the Computing curriculum.

However, teachers will notice that many of the concepts here have their roots in the everyday skills of discernment, judgement and preparation, all of which are underpinned by the Jigsaw approach and are taught implicitly and explicitly in every Jigsaw 3-16 lesson.



Copyright and ownership

I know that commercial online content can be viewed, accessed or downloaded illegally.	I understand the concept of software and content licensing.	I understand Creative Commons Licensing protocols.
I can give some examples of illegal access (e.g. illegal streaming , pirate sites , torrent sites , peer-to-peer sharing) and the associated risks.	I can understand and explain the principles of fair dealing and apply this to real case studies from my own research.	I can demonstrate simple ways in which I can protect my own work from copyright theft.
I can accurately define the concept of plagiarism.	I can identify the potential consequences of illegal access or downloading and how it may impact me and my immediate peers.	I can evaluate the possible impact of legal and illegal downloading on those people who create online content and the consequences for the wider community.
I can use this definition to evaluate online sources.	I can explain why controlling copyright of my content may be limited when using social media, website and apps.	

Year 8 Jigsaw

Dreams & Goals

Piece 3 – Online safety

This lesson focuses on how online activity can be both positive and negative, with an emphasis on how students can protect their online identity in order to avoid anything that could have a negative impact on their future plans and aspirations.

Year 9 Jigsaw

Relationships

Piece 3 – Porn – is it real?

This lesson allows students to learn about sex and the law as applied to being online and on social media. Students will appreciate that some online content gives a false impression, and not just of relationships.





Self-image and identity

I can explain how online content can limit our autonomy by influencing peoples' thinking, feelings, beliefs, behaviours and responses; I can recognise and evaluate different factors and their impact.

I can explain how online content can be shaped and targeted to influence body image, purchasing choices and behaviour (e.g. fashion, pornography, **lifestyle sites** and **social media influencers**).

I can explain why some social media influencers promoting products and lifestyle can be 'virtual' (computer generated personalities) and not real people.

I can explain what is meant by **artificial intelligence (AI)** and how it can harvest my identity and shape my online experiences.

I can demonstrate ways someone can use the internet and social media for positive self-promotion including enhancing employment prospects.

I can recognise, assess and if necessary challenge the social norms and expectations that influence how we identify ourselves online (e.g. profile pictures, shared content) and how it might differ according to gender, culture or social group.

I know how to appropriately challenge negative comments or expectations concerning my online identity.

I can explain how to support others in need online and offline, both publicly and privately.

I make positive contributions to other's self-identity, where appropriate (e.g. avoiding negative comments or positive commentary on profile pictures).

I can describe the laws governing online sexual content.

I can describe and critically assess ways in which viewing online sexual content can influence expectations and behaviour in relationships; I can assess how unrealistic or unreciprocated expectations could damage a relationship or be abusive.

I can identify online role models who manage a positive identity and give examples from my own research / experience to support my understanding.

I can describe and assess the creative benefits and ethical drawbacks of **digital manipulation**.

I can explain and assess the importance of purpose and context in evaluating digitally edited personal images.

Year 10 Jigsaw

Being Me in My World

Piece 4 – Rated!

Students learn to assess critically their online identity, while examining online legislation and the decision-making process of posting online.

Year 10 Jigsaw

Being Me in My World

Piece 3 – How social media affects me, my identity and culture

Students learn to recognise the positive and negative role of social media (including challenge culture vs environmental campaigns and awareness-building), as well as how social media has an impact on culture and identity. This lesson also covers how online data is used in positive and negative ways. Students compare social media use across different societies and also have opportunity to reflect on how social media has an impact on safety.



Online relationships

I can describe how online technology allows access to and communication with global communities.

I can give examples of how anyone can adapt their behaviour to engage positively and sensitively with a diverse range of people taking into account gender, cultural sensitivity, political and religious beliefs etc.

I can explain how consent can be mistakenly assumed and demonstrate how to appropriately challenge this e.g. within established friendships, being generalised or having been previously given.

I can recognise healthy and unhealthy behaviour in relationships and assess when the use of technology is becoming coercive and / or controlling (e.g. obsessive communication via online platform or text, using **location apps** to monitor and manipulate). I can explain when this is abusive, and strategies for getting help and support.

I can describe actions someone could take if they experience or are targeted by illegal online behaviour.

I can explain how laws governing online behaviour vary depending on country.

I can explain the difference between freedom of expression and legal accountabilities and can discuss appropriate balance between them.

I can give examples of how I might mobilise online communities to support ideas / projects or campaigns (e.g. **crowdsourcing** expertise for a project; developing a **Kickstarter** campaign to create social / financial support for an idea; amplifying political voice).

Year 10 Jigsaw

Being Me in My World

Piece 5 – Risk

Students learn to identify potential threats to their online safety. They have the opportunity to understand what they can do to mitigate risk in a variety of situations, and how to get help if they feel their safety is threatened. All this is taught in the context of managing feelings when things around them are changing.

Year 11 Jigsaw

Being Me in My World

Piece 4 – Me, the internet and the law

Numerous examples of online activity and legislation are discussed in this lesson, which focuses on the impact of illegal online activity and the misuse of technology. Students learn more about why pornography is legislated against as well as the potential consequences of viewing pornography. Crucially, students are reassured about how and where to access advice and support when needed.



Online reputation

I can explain how aspects of someone's online identity can be linked together, and while something might be shared privately, it could have an impact later, personally and professionally.

I can explain the importance of someone's online reputation (especially to their future career) and can describe ways of managing this.

I can describe how to appropriately challenge content or behaviour that may have a negative impact on someone's online reputation.

I can explain how someone can build an online presence using a range of technologies that provide a positive representation of who they are, listing attributes others may find valuable (e.g. job / university application profiles).

In cases where someone's online reputation may be viewed negatively, I am able to offer reasons and provide context as to why it may not always reflect who they are.

I can describe and assess the benefits of the laws that govern online behaviour and reputation.

I can differentiate between ethical and legal issues (e.g. **libel**, **slander**, racism, homophobia, **injunction**, **trolling**).

I can use my own media research to give relevant examples.

Year 10 Jigsaw

Being Me in My World

Piece 3 – How social media affects me, my identity and culture

Students learn to recognise the positive and negative role of social media (including challenge culture vs environmental campaigns and awareness-building), as well as how social media has an impact on culture and identity. This lesson also cover how online data is used in positive and negative ways. Students compare social media use across different societies and also have opportunity to reflect on how social media has an impact on safety.

Year 10 Jigsaw

Being Me in My World

Piece 4 – Rated!

Students learn to assess critically their online identity, while examining online legislation and the decision-making process of posting online.



Online bullying

I can identify and assess behaviours that might be seen as bullying in different online contexts (e.g. close friendship groups vs public **forums**) and adjust my own behaviour accordingly.

I can identify bullying behaviours in a variety of online contexts (including educational and workplace settings) and can work cooperatively with others online to challenge those behaviours and prevent them recurring.

I can assess and apply a range of more sophisticated strategies to deal with extreme forms of bullying (e.g. trolling and harassment in online forums).

I can identify and explain some of the laws that criminalise activity related to online bullying (e.g. Computer Misuse Act; Protection from Harassment Act; Communications Act).

I can demonstrate how to affect positive change in online groups when bullying behaviours arise.

I can give examples of effective strategies that might achieve this (e.g. **counter-narrative**).

Year 10 Jigsaw

Being Me in My World

Piece 4 – Rated!

Students learn to assess critically their online identity, while examining online legislation and the decision-making process of posting online.

Year 10 Jigsaw

Being Me in My World

Piece 5 – Risk

Students learn to identify potential threats to their online safety. They have the opportunity to understand what they can do to mitigate risk in a variety of situations, and how to get help if they feel their safety is threatened. All this is taught in the context of managing feelings when things around them are changing.



Managing online information

I can recognise when and analyse why online content has been designed to influence people's thoughts, beliefs or restrict their autonomy (e.g. **fake / misleading reviews, fake news or propaganda**).

I can differentiate between genuine news sites and fake (or imitation) news sites with similar web addresses and if uncertain I can remain sceptical.

I can explain why conspiracies based on disinformation may still attract people even without being grounded in real evidence.

I can demonstrate the appropriate routes if I need to report illegal content, e.g. social media reporting tools, government reporting sites (terror material).

I can assess how my developing **'digital personality'** might affect (focus or limit) the type of information returned to me in a search or on a social media stream.

I know what content is illegal to view and share online and can describe some of the laws governing online illegal content and that they may vary from country to country.

I can describe what is meant by 'big data' and 'data analytics' and how political parties, commercial and other organisations use these. I can evaluate the ethics of such use and describe how these may impact on an individual now and in their future.

I can describe ways people can assess and manage how and what they contribute to 'big data'.

I can explain how and why anyone could be targeted for sophisticated information or disinformation intended to influence their beliefs, actions and choices (e.g. **gas-lighting, information operations, political agendas**).

I can explain ways someone's own personal online choices, history and profile will be increasingly affecting the type of information returned to them in a search, on a social media stream or through targeted advertising or political messages. I can describe ways of recognising and assessing such targeting.

I can describe ways of identifying when online content has been politically sponsored, (e.g., extremism, ideological persuasion) and the importance of analysing and evaluating their validity.

I can describe how and why individuals, or organisations or states may saturate online media with selective information and disinformation to deliberately confuse or divide populations.

I can analyse online material to identify when this is happening and who might benefit.

I can describe the process someone can use to make ethical choices to ensure their own online content is appropriate, responsible and contributes to a positive online culture. I can give examples of this from my own publishing.

I can explain what is meant by **persuasive design** and can explore ethical considerations around its use.

I can review and consider whether current measures for reducing and reporting mis / disinformation online are fit for purpose.

Year 11 Jigsaw

Being Me in My World

Piece 4 – Me, the internet and the law

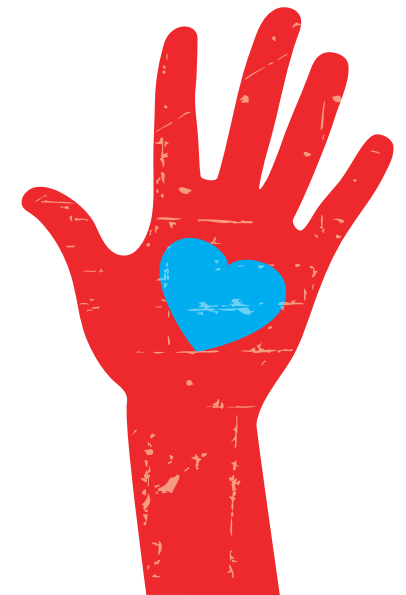
Numerous examples of online activity and legislation are discussed in this lesson, which focuses on the impact of illegal online activity and the misuse of technology. Students learn more about why pornography is legislated against as well as the potential consequences of viewing pornography. Crucially, students are reassured about how and where to access advice and support when needed.

Year 10 Jigsaw

Relationships

Piece 4 – Relationships: don't believe what you see!

Students learn to evaluate critically the truth or otherwise of a relationship, including those they see online via social media and 'fake news'. They are able to discuss the media portrayal of relationships and the potential harm this may cause, for instance, with reality TV, pornography and sensationalism.





Health, well-being and lifestyle

I can identify and assess features that might indicate that a site or social group could negatively impact on well-being.	I can explain why products and services people purchase online may not meet UK health and safety standards and why this can be risky.	I can analyse mechanisms providers might use to regulate / advise on age-related online access: (e.g. age verification, terms and conditions , parental controls).	I can analyse well-being issues experienced by others in the wider news from my own online research and construct strategies that may have assisted with those cases I have identified.
I can offer strategies to identify and evaluate help from established respected sites or organisations that may be more helpful.	I can evaluate the risks associated with online gambling including the accumulation of debt and critically evaluate the marketing of this industry.	I can assess and comment on the benefits and effectiveness of these.	I can analyse and identify opportunities and risks that may arise from technologies (e.g. virtual reality, augmented reality, artificial intelligence , including deep learning) that could impact on health and well-being.
I can explain the benefits and risks of using online sources to self-diagnose and self-medicate and why someone should consult a medical professional if they are concerned about their health.	I can describe the laws around age related access to certain types of online content (e.g. gaming; gambling; alcohol / drugs related; sexual content). I can justify why they exist and assess their benefits and limitations.	I can identify and demonstrate how to action effective routes for reporting concerns about age-related content issues.	

Year 11 Jigsaw

Being Me in My World

Piece 4 – Me, the internet and the law

Numerous examples of online activity and legislation are discussed in this lesson, which focuses on the impact of illegal online activity and the misuse of technology. Students learn more about why pornography is legislated against as well as the potential consequences of viewing pornography. Crucially, students are reassured about how and where to access advice and support when needed.



Privacy and security

I can contribute to an informed debate concerning the balance between national security and safeguarding as against personal privacy.	I can offer an informed opinion on the fitness for purpose of the laws relating to data protection and young people.	I can describe key aspects of the law governing data use (e.g. DPA, GDPR) and can give examples of those laws and the impact they have on a person's data rights (e.g. RTBF , data breaches).	I can describe how and where to report a data breach.
I can describe how data drawn from users of online services can be collected, used or sold to inform other services and organisations without the users' knowledge or consent. I can give examples of this.	I can explain how the security of data in a network can be compromised internally or externally and give examples of how this might occur (e.g. DDOS, proxy-bypass, distro, hacking). I can describe actions that can minimise risks.	I can assess how those laws can vary depending on country and can give examples of some of the differences and issues that may raise.	I can describe anonymous access services (e.g. TOR, Guerilla Mail, DuckDuckGo) and can give examples of how they may be used in both positive and negative contexts.
I can demonstrate additional ways to protect and manage data on my devices (e.g. "find my phone"; remote access; remote data deletion).	I can explain why networks require secure management and can give examples of services that support this (e.g. firewalls, VPN , user monitoring).	I can identify and assess when data needs to be transferred securely and can describe strategies to achieve this (e.g. encryption, secure services).	I can explain the concepts 'dark web', 'deep web' and 'closed peer sharing' and can critically assess the issues associated with the use of such services.
	I can explain the value of regular data backup in system recovery, and can give examples of and demonstrate effective practice in how this might be achieved (e.g. removable media, cloud).	I can explain the term 'whistle-blowing' and evaluate when such action may be appropriate or inappropriate.	I can explain why it is essential to recognise and follow a future employer's online security policy and protocols.

It is important to note here that there are no explicit mentions of these issues of privacy and security per se in Jigsaw for Key Stage 4 students. This is better served by the Computing curriculum.

However, teachers will notice that many of the concepts here have their roots in the everyday skills of discernment, judgement and preparation, all of which are underpinned by the Jigsaw approach and are taught implicitly and explicitly in every Jigsaw 3-16 lesson.



Copyright and ownership

I can apply **Creative Commons Licensing** to my own work.

I can demonstrate how someone can protect their work from **copyright theft**.

I can explain key aspects of copyright law and illustrate where that law has been applied to online content.

I can give examples of how organisations representing creative industries challenge and monitor online copyright theft and can outline and evaluate resulting outcomes.

I can explain the effects of plagiarism within my own work and assess the impact it can have on accrediting achievement.

I can explain the wider implications of copyright theft on content production and the availability of content (e.g. loss of revenue, emerging artists, new content development).

I can evaluate whether current measures for preventing and responding to copyright theft are fit for purpose, e.g. with current social media use, private profiles etc.

Year 11 Jigsaw

Being Me in My World

Piece 4 – Me, the internet and the law

Numerous examples of online activity and legislation are discussed in this lesson, which focuses on the impact of illegal online activity and the misuse of technology. Students learn more about why pornography is legislated against as well as the potential consequences of viewing pornography. Crucially, students are reassured about how and where to access advice and support when needed.

