

Digital Citizenship Year 1-13 Progression

This document outlines a mapping of Common Sense Education's Digital Citizenship Lessons on HUB by topic, year and term. Additional supporting resources are included from UK organisations. Themes from Common Sense's Digital Citizenship topics are mapped to the [UK Education for a Connected World Framework](#).

[Digital Citizenship Lessons: EYFS-Y6 \(age 3-11\) Progression](#)

[Digital Citizenship Lessons: Year 7-13 \(age 11-18\) Progression](#)

[Year 7-13 Curriculum Standards Alignment](#)

Navigating the Resource

- CSM Critical Resource
- CSM Additional Resource
- UK Supporting Resource

Short on time? Check out our [15-minute activities](#) for learners aged 5-18

Digital Citizenship Lessons: EYFS-Y6 (age 3-11) Progression

Media Balance and Well-Being									
Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Common Sense Education		Meet the Digital Citizens - Arms Finding Balance with Media and Tech Use at Home	Pause for People	How Technology Makes You Feel	Device-Free Moments	Your Rings of Responsibility	My Media Choices Social Media Test Drive	Finding My Media Balance Social Media Test Drive
	Supporting Resources		Jessie & Friends: Episode 1 - Watching Videos	Jessie & Friends: Episode 2 - Sharing Pictures	Jessie & Friends: Episode 3 - Playing Games	Lego Build & Talk: Screen Time Interland: Reality River	The Adventures of Kara, Winston and the SMART Crew: Chapter 1	Band Runner: Lock BBC Own It - Health, Wellbeing and Lifestyle	Internet Matters - Health, Wellbeing and Lifestyle Children's Commissioner: Digital 5 a Day

Cyberbullying, Digital Drama & Hate Speech

Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2	Common Sense Education		Meet the Digital Citizens - Legs	Media Balance Is Important	Pause for people	Putting a STOP to Online Meanness	The Power of Words	Be a Super Digital Citizen	Is It Cyberbullying?
	Supporting Resources		Digiduck's Big Decision Digi Duck Masks	Barefoot Computing: Safety Snakes	Smartie the Penguin (Lesson Plan, Year 2 Lesson A)	Interland: Kind Kingdom	Lego Build & Talk: Cyberbullying Band Runner: Like	BBC Own It: Cyberbullying Quiz BBC Own It - Online Bullying	Internet Matters - Online Bullying Chicken-Shop Grooming (Childnet)

Relationships & Communication

Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1	Common Sense Education		Meet the Digital Citizens - Heart How to Make Meaningful Family Connections Using Media + Tech	Device Advice - Why We Pause for People	Device Advice - Our Device Charter	Who Is in Your Online Community?	Our Digital Citizenship Pledge	Keeping Games Fun and Friendly	Digital Friendships
	Supporting Resources	Smartie the Penguin for EYFS (Lesson Plan 1)	Detective Digiduck	Jessie & Friends: Episode 3	Barefoot - Who does this belong to?	Band Runner: Share	Band Runner: Chat	Adventures of Kara, Winston and the SMART Crew: Ch. 5 BBC Own It - Online Relationships + Online Reputation	Internet Matters - Online Relationships + Online Reputation Childnet: Trust Me Lessons

	UK Supporting resource for Safer Internet Day	Safer Internet Day -- Reliability Online: Safer Internet Day Resources for 3-7 year olds	Safer Internet Day -- Reliability Online: Safer Internet Day resources for 7-11 year olds
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News and Media Literacy

Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2	Common Sense Education		Meet the Digital Citizens - Head	Media Balance Is Important - Quick Bite	Device Advice - Managing Device Distractions	We the Digital Citizens Digital Trails	Is Seeing Believing?	A Creator's Rights and Responsibilities	Reading News Online
	Supporting Resources	Smartie the Penguin Colouring Sheets	Barefoot Computing: Safety Snakes Choosing High-Quality Media for Your Kids	Smartie the Penguin (Lesson Plan for Year 1 Lesson A)	The Adventures of Smartie the Penguin (Year 2 Lesson B)	Lego Build & Talk: False Information Online Interland: Reality River	Interland: Mindful Mountain	Digital Matters - Introduction to Thinking Critically Online BBC Own It - Managing Online Information NCSC Cyber Sprinters	Digital Matters - Once Upon Online Internet Matters - Managing Online Information + Copyright & Ownership BBC Young Reporter - Fake News

Privacy & Security

Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1	Common Sense Education	<p>Meet the Digital Citizens Song + Meet Digital Citizens Shortened</p> <p>Colouring Book</p>	<p>Meet the Digital Citizens - Guts</p> <p>How to use Media and Tech to Build Life Skills in Young Kids</p>	Safety in My Online Neighbourhood	Internet Traffic Light	That's Private!	Password Power-Up	Private and Personal Information	You Won't Believe This!
	Supporting Resources	Smartie the Penguin for EYFS (Lesson Plan 2)		Smartie the Penguin (Lesson Plan for Year 1 Lesson B)	Pantosaurus and His PANTS song	<p>Interland: Tower of Treasure</p> <p>Barefoot - Do the Right Thing</p>	<p>Lego Build & Talk: Online Security</p> <p>Barefoot - You're the Jury</p>	<p>Barefoot - The Phisher game</p> <p>BBC Own It - Privacy & Security</p>	<p>NCSC Cyber Sprinters</p> <p>Internet Matters - Privacy & Security + Digital Matters</p> <p>Barefoot - You're the Cyber Security Expert</p>
	Home Activities	Internet Matters - Advice for Families	Internet Matters - Advice for Families	Internet Matters - Advice for Families	Internet Matters - Advice for Families	Internet Matters - Advice for Families	NCSC - Adventure Stories	NCSC - Adventure Stories	NCSC - Adventure Stories

Digital Footprint & Identity

Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 2	Common Sense Education		Meet the Digital Citizens - Feet Raising Healthy Kids in a Digital World	Device Advice - Caring for Our Devices	Pause for People - Quick Bite	We the Digital Citizens Digital Trails	This Is Me	Our Online Tracks	Beyond Gender Stereotypes
	Supporting Resources	Digiduck's Famous Friend	Digiduck and the Magic Castle	Digiduck Saves the Day	BBC Own It: Digital Footprint: What Is It and Why Should I Care?	BBC Own It: Where Are Your Photos Going? Lego Build & Talk: Digital Footprints	The Adventures of Kara, Winston and the SMART Crew: Chapter 4	Search It Up: My Popstar Disaster BBC Own It - Self-Image & Identity	Internet Matters - Self-Image & Identity Are You Living an Insta Lie? Social Media vs. Reality

Year 1-6 Curriculum Standards Alignment

Education for a Connected World's strands align with Common Sense Education's Digital Citizenship strands:

Education for a Connected World

- Self Image & Identity -----
- Online Relationships -----
- Online Reputation -----
- Online Bullying -----
- Managing Online Information -----
- Health, Wellbeing and Lifestyle -----
- Privacy and Security -----
- Copyright and ownership -----

Common Sense Education

- Media Balance & Well-Being
- Relationships & Communication
- Relationships & Communication
- Cyberbullying, Digital Drama & Hate Speech
- News & Media Literacy
- Media Balance & Well-Being
- Privacy & Security
- News & Media Literacy

<p>National Curriculum in England: Computing Programmes of Study -- KS 1 & 2</p>	<p>Key Stage 1 - Pupils should be taught to:</p> <ul style="list-style-type: none"> ● use technology purposefully to create, organise, store, manipulate and retrieve digital content ● recognise common uses of information technology beyond school ● use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>Key Stage 2 - Pupils should be taught to:</p> <ul style="list-style-type: none"> ● understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration ● use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
<p>Relationships Education, Relationships and Sex Education (RSE) and Health Education</p>	<p>Online Relationships - Pupils should know:</p> <ul style="list-style-type: none"> ● 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 even 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. ● how information and data is shared and used online. <p>Being Safe - Pupils should know:</p> <ul style="list-style-type: none"> ● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ● about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ● how to recognise and report feelings of being unsafe or feeling bad about any adult.

- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice (e.g. family, school and/or other sources).

Mental Well-Being - Pupils should know:

- that mental well-being is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activities, on mental well-being and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.
- 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 well-being or ability to control their emotions (including issues arising online).
- it is common for people to experience mental health issues. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet Safety and Harms - Pupils should know:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices, and the impact of positive and negative content online on their own and others' mental and physical well-being.
- 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.
- why social media, some computer games, and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying, and harassment can take place, which

	<p>can have a negative impact on mental health.</p> <ul style="list-style-type: none"> ● how to be a discerning consumer of information online, including understanding that information, such as that from search engines, is ranked, selected and targeted. ● where and how to report concerns and get support with issues online.
Keeping Children Safe in Education	<ul style="list-style-type: none"> ● Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. ● This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The government has made regulations that will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020. ● Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.
Teaching Online Safety in School	<ul style="list-style-type: none"> ● Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects.

Developed by Common Sense Media (UK) with Islington Schools, with thanks to Pip Bhol and Katy Potts.
For more information contact Jenna Khanna jkhanna@commonsense.org

Digital Citizenship Lessons: Year 7-13 (age 11-18) Progression

Media Balance and Well-Being

Term	Resource	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1	Common Sense Education	Finding Balance in a Digital World Digital Connections - Digital Habits	My Media Use: A Personal Challenge Digital Well Being Lessons - My Values My Tech	Digital Media and Your Brain Digital Well Being Lessons - Positive Tech Habits	My Digital Life Is Like... Digital Well Being Lessons - Digital Media and Your Brain	Social Media and How You Feel Digital Well Being Lessons - Thinking Traps	Can Media Be Addictive?	The Health Effects of Screen Time
	Supporting Resources	BBC Own it: Taking a Break BBC Own It: Is Your phone Your BFF?	Public Health England: FOMO Lesson	BBC Bitesize: Can You Be Addicted to Technology?	BBC Teach: Self Image and Mental Wellbeing	Anna Freud Centre: Time Away from Technology NHS: Every mind matters	Into Film: Staying Safe Online Film and Lesson	RCPCH: Screen Time Report
	SEND Resource	Childnet, Thrive Online - Teaching about Digital Wellbeing (SEND)						

Cyberbullying, Digital Drama & Online Hate Speech

Term	Resource	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 2	Common Sense Education	Digital Drama Unplugged Digital Connections - Digital Drama	Upstanders and Allies: Taking Action Against Cyberbullying	Responding to Online Hate Speech	What You Send in "That Moment When..."	Countering Hate Speech Online	Online Disinhibition and Cyberbullying	The Consequences of Online Hate Speech
	Supporting Resources	Campaign Resources - Public Health England - Bullying & Cyberbullying	Educate Against Hate - Educate Against Hate Training Videos	British Library: Freedom: Cyberbullying and Its Consequences	Public Health England: Bullying and Cyberbullying Lesson	Educate Against Hate Website - Be Internet Citizens	Childnet: Cyberbullying (LGBT focus)	British Library: Freedom: Trolling As Freedom of Expression
	SEND Resource	Childnet, Thrive Online - Teaching about Healthy Online Relationships						

Relationships & Communication

Term	Resource	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Spring 1	Common Sense Education	Chatting Safely Online What is AI? Digital Connections - Online Relationships	My Social Media Life How is AI Trained? Friendships & Social Media (SEL 15 min lesson)	Sexting and Relationships AI Chatbots: Who's Behind the Screen?	Rewarding Relationships Understanding AI Bias	Chatting and Red Flags How AI Bias Impacts Our Lives	Connecting with Digital Audiences AI Algorithms: How Well Do They Know You?	We Are Civil Communicators Facing Off with Facial Recognition
	Supporting Resources	Swerve the chat	Childnet: Healthy Relationships Lessons and Films LGfL Going Too Far - Extreme or Not Extreme	CEOP: Send Me a Pic LGfL Going Too Far - Believe it or Not	BBC Teach: Online Grooming CEOP: Online Blackmail Education	Childnet: Step Up! Speak Up! Films CEOP: Exploited	Save Me Film & Handbook	Greenpeace: Online Activism Video
	Supporting resource for Safer Internet Day	Safer Internet Day -- Reliability Online: Safer Internet Day resources for 11-14 year olds			Safer Internet Day -- Reliability Online: Safer Internet Day resources for 14-18 year olds			

News and Media Literacy

Term	Resource	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Spring 2	Common Sense Education	Finding Credible News Digital Connections - Online Misinformation	Copyright and Fair Dealing	This Just In!	Hoaxes and Fakes	Challenging Confirmation Bias	Clicks for Cash	Filter Bubble Trouble
	Supporting Resources	Educate Against Hate - Identifying Difference between Fact or Opinion	BBC Teach: Copyright and Ownership	BBC Young Reporter: Real Versus Fake News	BBC Teach Fake News	ACT - Michael's Story - Religious Extremism Helen Turnbull's TED Talk on Unconscious Bias	ACT - Michael's Story - Extreme Right Wing	ACT - Michael's Story - Mustafa's Story BBC Bitesize: Filter Bubbles

Privacy & Security

Term	Resource	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Summer 1	Common Sense Education	Don't Feed the Phish Digital Connections - Cyber Safety	Big, Big Data	Being Aware of What You Share	The Big Data Dilemma	Risk Check for New Tech	How Young Is Too Young for Social Media?	Debating the Privacy Line
	Supporting Resources	BBC Teach: Online Security CIFAS: Anti-Fraud Lesson Plans	Information Commissioner's Office - Personal Data, What's It All About?	BBC Teach: How Risky Are My Social Media Posts?	Educate Against Hate - Internet Safety, Extremism and Conspiracy Theories	BBC Teach: Live Streaming BBC Two: Facial Recognition in the UK	BBC Video on Social Media Children's Commissioner: Simplified Social Media Terms and Conditions	Information Commissioner's Office - Staying Private on Social Media
	SEND Resource	Childnet, Thrive Online - Teaching About Online Pornography						

Digital Footprint & Identity

Term	Resource	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Summer 2	Common Sense Education	Who Are You Online? Digital Connections - Digital Footprint	The Power of Digital Footprints	Social Media and Digital Footprints: Our Responsibilities	Protecting Online Reputations	Curated Lives	Who's Looking at Your Digital Footprint?	The Change You Want to See
	Supporting Resources	Childnet 'Reel Life' - Interactive Game Campaign Resources - Public Health England - Social Media	Childnet: Online Body Image Videos and Lessons	CEOP: First To a Million Video and Activities	Orange Digital Dirt Video	Campaign Resources - Public Health England - Online Stress + Fomo	BBC Teach: Digital Footprint	Future Learn - What Is Digital Citizenship Open University - Managing your Digital Footprint

Year 7-13 Curriculum Standards Alignment

[Education for a Connected World](#)'s strands align with [Common Sense Education's Digital Citizenship](#) strands:

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- Self Image & Identity -----
- Online Relationships -----
- Online Reputation -----
- Online Bullying -----
- Managing Online Information -----
- Health, Wellbeing and Lifestyle -----
- Privacy and Security -----
- Copyright and ownership -----

Common Sense Education

- Media Balance & Well-Being
- Relationships & Communication
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- Cyberbullying, Digital Drama & Hate Speech
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- News & Media Literacy

<p>National Curriculum in England: Computing Programmes of Study -- KS 3 & 4</p>	<p>Key Stage 3 - Pupils should be taught to:</p> <ul style="list-style-type: none"> ● create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability ● understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns <p>Key Stage 4 - Pupils should be taught to:</p> <ul style="list-style-type: none"> ● develop their capability, creativity and knowledge in computer science, digital media and information technology ● develop and apply their analytic, problem-solving, design, and computational thinking skills ● understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns
<p>Relationships Education, Relationships and Sex Education (RSE) and Health Education</p>	<p>Online Relationships - Pupils should know:</p> <ul style="list-style-type: none"> ● 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. ● how information and data is shared and used online. <p>Being Safe - Pupils should know:</p> <ul style="list-style-type: none"> ● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ● about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ● how to recognise and report feelings of being unsafe or feeling bad about any adult. ● how to ask for advice or help for themselves or others, and to keep trying until they are heard. ● how to report concerns or abuse, and the vocabulary and confidence needed to do so. ● where to get advice e.g. family, school and/or other sources. <p>Mental Well-Being - Pupils should know:</p>

	<ul style="list-style-type: none"> ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. <p>Internet Safety and Harms - Pupils should know:</p> <ul style="list-style-type: none"> ● that for most people the internet is an integral part of life and has many benefits. ● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ● 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. ● why social media, some computer games and online gaming, for example, are age restricted. ● 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. ● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ● where and how to report concerns and get support with issues online.
<p>Keeping Children Safe in Education</p>	<ul style="list-style-type: none"> ● 88. Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. ● 89. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020. ● 90. Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over 24 blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.
<p>Teaching Online Safety in School</p>	<ul style="list-style-type: none"> ● Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects.

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