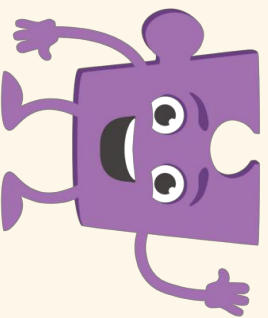
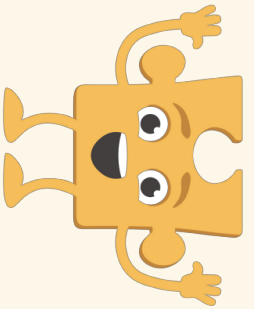


# DIGITAL LITERACY IN JIGSAW PSHE 3-11/12

A mapping guide for teachers



This document outlines where specific digital literacy and online safety content appears within the universal Jigsaw 3-11/12 lessons: from early technology use in the youngest age groups through to focused online safety lessons for older pupils. All content builds carefully on relevant offline learning that's essential for understanding online technology use, including decision-making, relationships, healthy balance, peer influence, self-image, recognising safe adults, and knowing where to go for help.

We recognise that increasing numbers of children are accessing online games, messaging services and other technology at home earlier than before, though some are not. Our approach balances this range of experience by including content that prepares and reassures children about navigating online activity safely when in school, as well as when they may later come to use it outside school. We intentionally avoid naming specific apps or games in lessons, as it is important not to normalise platforms with age restrictions above primary school age.

Online and offline life are increasingly merging, with internet access extending beyond PCs and smartphones to television streaming, online music services, AI tools, and ever-expanding 'smart' technology. These all offer further opportunities to teach about safety, providing purposeful classroom discussions about the benefits and risks of online capabilities in our world.

As children approach the upper primary years, some may have specific digital safety concerns. Including this content allows them to voice worries, ask questions and consider where to seek help.

***How to Use This Document:***

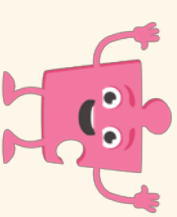
***Quick reference:*** *The summary overview shows at a glance where key digital themes are concentrated across age groups, helping you quickly identify progression through the school.*

***Detailed mapping:*** *The age-by-age sections that follow show exactly where content appears within each Puzzle, organised so you can see everything covered in a single year group at once.*

**QUICK REFERENCE:  
OVERVIEW OF MAIN DIGITAL LITERACY CONTENT ACROSS PROGRAMME**

**Key:**

◆ = *More dedicated lesson focus (rather than supporting/embedded content)*



Theme	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12
Online relationships & communication				CD, RL	RL	RL	RL ◆	RL ◆	RL
Online safety & strangers				RL	RL, HM	HM	RL ◆	RL ◆	RL
Cyberbullying				CD	CD	CD	CD	CD, RL	CD
Critical thinking & media literacy					RL ◆	CD	CM, HM	RL ◆	CM, BM
AI & digital manipulation							CM, HM	RL ◆	CM
Screen time & digital wellbeing			HM				RL ◆, HM	HM	HM
Age restrictions & responsibility					RL	HM	RL ◆	HM, RL	
Online financial harms & gaming risks					RL ◆	DG	RL ◆, DG		
Privacy & personal information				RL	RL		RL ◆	RL ◆	
Technology in everyday life	BM	CD	DG	BM			DG	DG	DG, BM

## DETAILED MAPPING: DESCRIPTION OF DIGITAL LITERACY CONTENT ACROSS EACH AGE GROUP

### Early Years (Ages 3-5):

Minimal explicit digital content at this stage — focus is on foundational social and emotional skills that underpin later digital literacy learning.

Puzzle	Piece	Content
Being Me in My World	P3	Cameras suggested for Let Me Play – taking pictures of storage
Celebrating Difference	P2	Includes positive image of child playing games on the phone with family

### Age 4-5

Puzzle	Piece	Content
Celebrating Difference	P3	Includes image of family enjoying looking at a laptop together
Relationships	P1	Family Puzzles – 1/8 includes family enjoying time together at a laptop

Abbreviation	Meaning
CU	Connect Us (starter activity)
OMM	Open My Mind
TM/SM	Tell Me / Show Me
LML	Let Me Learn (main activity)
BM	Being Me in My World
CD	Celebrating Difference
DG	Dreams and Goals
HM	Healthy Me
RL	Relationships
CM	Changing Me

Use these tables to check content and decide if this needs adaptation for your pupils. The tables direct you the specific parts of the lesson where content can be found (see table to right)

### Key Stage 1 (Age 5-7):

Recognition of the use of digital devices and use of digital technology in our everyday lives is included in some lessons and scenarios.

### Age 5-6

Puzzle	Piece	Content
<b>Dreams and Goals</b>	P1	OMM: Shows image of success with girl at a PC (1/4 images)
<b>Dreams and Goals</b>	P6	Revisits images in Piece 1
<b>Healthy Me</b>	P1	CU: 1/13 examples for continuum: "Spending hours on an electronic device/game"
<b>Healthy Me</b>	P4	CU: Switch game – suggest "switch places if you like computer games"

**Age 6-7**

<b>Puzzle</b>	<b>Piece</b>	<b>Content</b>
<b>Being Me in My World</b>	P3	TM/SM: Examples of realistic/unrealistic rewards – suggest games console, tablet
<b>Being Me in My World</b>	P4	TM/SM: Negative/Positive choices includes example of children crossing road looking at phones
<b>Celebrating Difference</b>	P3	TM/SM: Example scenario of child receiving unkind message
<b>Celebrating Difference</b>	P4	TM/SM + LML: Example scenario of repeated unkind behaviours in online game (1/7)
<b>Healthy Me</b>	P2	TM/SM: 1/8 pictures show someone at a laptop to consider how calm they are
<b>Relationships</b>	P4	TM/SM: 2/5 jigsaw Jo scenarios relate to digital use
<b>Relationships</b>	P5	LML: Introduction to online trust and personal information sharing; people online might pretend to be someone they're not
<b>Relationships</b>	P6	TM/SM: Revisits learning from previous lesson and whole puzzle, including who to trust online



Age 7-8

Puzzle	Piece	Content
Being Me in My World	P4	LML: 1 scenario about someone receiving unkind text message
Celebrating Difference	P2	SM/TM: Family conflict with older sibling spending too much time on phone. LML: Scenario of arguing over what to watch on TV
Celebrating Difference	P3	SM/TM: Includes anonymous messaging, feelings around this and how to ask for help
Celebrating Difference	P4	LML: Scenario 1/6 around watching scary content on YouTube
Relationships	P1	TM/SM: Whose responsibility cards 1/15 represents digital tech as part of everyday life
Relationships	P3	◆ <b>Global Connections and Thinking Critically</b> — OMM: Critically evaluating online games for risk. TM/SM: Sharing information with people online, privacy settings, the law, social media age limits (13+) and UK laws; inappropriate content, privacy and location settings. Strategies for managing online risk
Relationships	P4	OMM/TM/SM/LML: Critical thinking about information in media and social media
Relationships	P6	Draw learning about treating others with respect online into Puzzle summary lesson



**Age 8-9 (Year 4)**

<b>Puzzle</b>	<b>Piece</b>	<b>Content</b>
<b>Being Me in My World</b>	P4	TM/SM: 1 scenario about children doing homework on the home computer and deciding to look at a website someone told them about that is for over 18s
<b>Celebrating Difference</b>	P2	LML: Influences on stereotypes – consideration of celebrity culture and SM, fake and exaggerated news, images
<b>Celebrating Difference</b>	P3	TM/SM: Online messaging as bullying from a peer via an 'age appropriate' game
<b>Celebrating Difference</b>	P4	OMM, TM/SM, LML: Cyber bullying, trolling, how to manage when you see online bullying/upsetting content
<b>Celebrating Difference</b>	P5	OMM: Reflection on how online messages and images can make us look at ourselves more critically – how to manage this and see ourselves more positively
<b>Celebrating Difference</b>	P6	TM/SM: Reference to someone spreading rumours online
<b>Dreams and Goals</b>	P2	TM/SM: 1/6 scenarios includes posting on SM but gets no likes. Resources: 1/7 scenarios include disappointment if not saving enough to join in with online gaming event
<b>Dreams and Goals</b>	P3	TM/SM revisits scenarios in P2
<b>Dreams and Goals</b>	P4	OMM: Focus on reality TV and choosing to take emotional risk – and coping with disappointment

<b>Healthy Me</b>	P1	OMM: Important basis for sharing of information – who do we share personal information with?
<b>Healthy Me</b>	P2	TM/SM: Peer influence on safety decisions, includes not filming incidents and using phone to call for help
<b>Healthy Me</b>	P3	LML: Includes critical evaluation of online messages
<b>Healthy Me</b>	P5	SM/TM: Story involves aspects of relationships/communication from older peer over text
<b>Healthy Me</b>	P6	LML: Unkind messaging on social media, the reasons why this may happen and the effects on different people. Age restriction on SM
<b>Relationships</b>	P1	OMM: 1/3 images shows children arguing over laptop. LML: 2/10 scenarios on jealousy over another child having new tech/over other child feeling that their friend looks good in selfies. Critical thinking about curated social media and filtered information
<b>Relationships</b>	P2	OMM: Explanation of how technology can be used positively to help us keep in touch with people we care about
<b>Relationships</b>	P4	TM/SM: Scenario for Solve It around online gaming with friends, messaging something negative and boastful after beating others. LML: 1/2 includes saying unkind things behind your back – digital messaging implied
<b>Relationships</b>	P5	LML: Encouraging critical thinking about messages in media/social media around romantic relationships
<b>Changing Me</b>	P5	LML: Includes balanced guidance in seeking support online, especially social media, and the need to use trusted reliable websites for advice
<b>Changing Me</b>	P6	OMM: Refers back to reliable sources of online information

## Age 9-10

Puzzle	Piece	Content
<b>Celebrating Difference</b>	P3	OMM: Rumours, text messages with name calling. TM/SM: Sharing safe online sources of support as well as safe adults. LML: Children may bring their own examples of bullying into game
<b>Celebrating Difference</b>	P4	OMM/TM/SM: 1/9 scenarios to discuss re bullying is around sending unkind text messages between peers
<b>Celebrating Difference</b>	P5	OMM: Resource – suggestions of things to consider whether they make you happy or not include iPad/tablet and mobile phone (1/12)
<b>Dreams and Goals</b>	P2	TM/SM & LML: Digital spending and risks, in-game purchases, gambling, personal data rights
<b>Dreams and Goals</b>	P3	OMM & TM/SM: How we perceive success and careers; critically evaluating online messages. LML: Jobs include digital careers
<b>Dreams and Goals</b>	P4	TM/SM: Mary in Kenya describes how she uses computers, Netflix, Xbox etc. and iPad – global connections
<b>Healthy Me</b>	P1	CU: Switch game includes "likes computer games". TM/SM & LML: Critical thinking around media and social media messages, online influence scenarios
<b>Healthy Me</b>	P4	◆ <b>Body Image</b> — AI technology and automatic phone filters, media and social media influence on body image, myths and evaluating messages. LML: Message Game Card activity explores further
<b>Healthy Me</b>	P5	TM/SM: Critically evaluating food advertisements/messaging

<b>Healthy Me</b>	P6	CU: Identifying positive aspects of media/social media/internet. LML: Debate – "Does the media and social media help motivate people to live healthy and safe lifestyles?"
<b>Relationships</b>	P1	Characteristics, personal qualities, self-esteem
<b>Relationships</b>	P2	<p>◆ <b>Safety with Online Communities</b> — Belonging to online communities (positive and negative consequences); recognising when online community feels unsafe or uncomfortable; when to seek help from trusted adults; Online Safety Act and age 13 legal restrictions; assertive vs controlling online</p>
<b>Relationships</b>	P3	<p>◆ <b>Being in an Online Community</b> — Rights and responsibilities in online community/social network; recognising helpful/unhelpful communities; online hoaxes; financial harm, fake and AI-generated content; location settings safety; image-sharing risks and loss of control once images shared</p>
<b>Relationships</b>	P4	<p>◆ <b>Online Gaming</b> — Rights and responsibilities when playing online; recognising when online game becomes unhelpful or unsafe; grooming awareness; being asked for personal information; addiction and time consumption; loot boxes, gambling habits, in-game purchases</p>
<b>Relationships</b>	P5	<p>◆ <b>My Relationship with Technology</b> — Recognising and managing excessive screen time; physical, social and emotional warning signs; balance screen use with wellbeing activities; impact on friends and family</p>
<b>Relationships</b>	P6	<p>◆ <b>Using Technology Responsibly</b> — Staying safe when using technology to communicate; recognising and resisting pressures to use technology in risky or harmful ways; SMART rules; digital literacy content (filter bubbles, targeted content); digital rights (privacy, consent, personal data); critical skills</p>

<b>Changing Me</b>	P1	OMM: Images in the media and social media, the use of filters and unreal presentation, and the effect this can have on our self-identity, mental health and self-esteem; where to go for help
<b>Changing Me</b>	P5	OMM + TM/SM: Includes looking at how teens are presented on websites and considering if this reflects real experiences – are these images helpful?

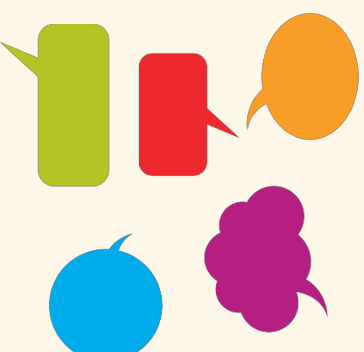


Age 10-11

Puzzle	Piece	Content
<b>Being Me in My World</b>	P5	OPPORTUNITY TO ADD SOCIAL MEDIA RESPONSE TO SCHOOL NEWS
<b>Celebrating Difference</b>	P1	OMM: Discussion on what is "normal" includes getting 50 likes/approval on SM, and spending 2 hrs a day online (2/10)
<b>Celebrating Difference</b>	P2	TM/SM: Positive use of internet use by Showmen Community
<b>Celebrating Difference</b>	P3	LML: Scenarios on power balances include anonymous online messages (1/6). Teacher Notes suggest safe sources of online support for teachers to signpost
<b>Celebrating Difference</b>	P4	OMM: 1/10 – sending inappropriate messages of someone else (brother and girlfriend kissing). LML: Scenarios 3/10 – One sharing other people's personal information online; Sharing and being unkind about online photos
<b>Celebrating Difference</b>	P6	TM/SM/LML: Draw cards for children to create scenarios where culture may be different includes use of technology (1/8)
<b>Dreams and Goals</b>	P3	LML: Research activity using internet suggested
<b>Healthy Me</b>	P1	<p>◆ <b>Responsibility Lesson</b> – OMM: Quiz – 1/9 questions around age restrictions on online games. LML: 1/7 Agony Aunt letters include content around balance of healthy eating, sleep and playing video games</p>

<b>Relationships</b>	P2	OMM: Uses example of someone posting image on social media and negative comments they may receive as part of Thoughts, Feelings, Actions example. LML: Scenarios are all offline but could include online if appropriate for class
<b>Relationships</b>	P4	LML: 2/6 scenarios: 1) Someone older sending messages and promising to buy new clothes; 2) Being encouraged to do online challenges; 3) Critical thinking about worrying online stories
<b>Relationships</b>	P5	<p>◆ <b>Being Online: Real or Fake? Safe or Unsafe?</b> — Critical thinking to distinguish real from fake content; AI-generated content; understanding age restrictions (13+) and Online Safety Act; risks of sharing/circulating inappropriate materials; seeking help with online concerns</p>
<b>Relationships</b>	P6	<p>◆ <b>Using Technology Responsibly</b> — SMART rules to use technology positively and safely to communicate; personal data, privacy and consent; children's digital rights; taking responsibility for own safety and wellbeing</p>
<b>Changing Me</b>	P1	CU: Acknowledges that some children choose to spend time online. OMM: Media influence/messaging about appearance/spending
<b>Changing Me</b>	P2	CU: Growing Up Bingo includes examples of digital/internet use
<b>Changing Me</b>	P4	OMM: Considers media/social media messages on romantic relationships. TM/SM: Story and scenarios explore pressures in a romantic relationship, and sharing/sending of semi-nude images, sexting and the law, consent, permanent nature of digital content, where to go for help
<b>Changing Me</b>	P4a	LML: Scenarios about peer pressure to play online games with older age restrictions

<b>Changing Me</b>	P5	CU: Advert game – messages and images in online advertisements and considering their motivation for messages. OMM: Focus on influence of images in media – includes online Avatars as examples
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**Age 11-12 (Year 7)**

<b>Puzzle</b>	<b>Piece</b>	<b>Content</b>
<b>Being Me in My World</b>	P2	CU Game: Films, Media and Social Media suggested as aspects that may influence children – part of wider lesson on internal/external influence
<b>Being Me in My World</b>	P3	OMM: One of whole class scenarios to discuss: Watching a scary film with a friend and being scared
<b>Being Me in My World</b>	P4	OMM: What influences us? – includes films/media, social media and age restrictions, and effect these can have on our sense of identity. LML: Global suitcase – how are we connected to the rest of the world?
<b>Celebrating Difference</b>	P4	CU: 1/9 statements is on whether pupils think mobile phones should be allowed in school
<b>Celebrating Difference</b>	P5	TM/SM: Bullying Scenarios: 1/7 related to having device taken
<b>Celebrating Difference</b>	P6	LML: 1/5 bullying scenarios related to excluding others from online game
<b>Dreams and Goals</b>	P1	TM/SM: Images showing technology and online access as tools to achieve DG and access information. Bill Gates, founder of Microsoft as role model/quote
<b>Dreams and Goals</b>	P3	OMM: News Anxiety, and seeking support
<b>Dreams and Goals</b>	P4	TM/SM: Computer games designer as an example of a "dream" job (1/6). Having a mobile phone is 1/28 things for students to choose that they may feel are important to have

<b>Healthy Me</b>	P6	TM/SM: Includes information about blue light from phones disrupting sleep. LML: 2/4 scenarios relate to SM – 1 unkind group messaging, one relating to friends commenting on celebrities' personal appearance and the impact on self-image and confidence
<b>Relationships</b>	P2	LML: Starts signposting to reliable online sites for support
<b>Relationships</b>	P4	TM/SM: Fake news and hoaxes revisited in discussions
<b>Relationships</b>	P5	Assertiveness in Relationships – LML: Scenario 1/3 – being asked to do things by an online friend that you don't feel comfortable about
<b>Changing Me</b>	P1	Discussion around selfies, why people might edit settings to alter their image. Looks at images from the media and considering images being intentionally portrayed. Links to videos on editing selfies/online image. Social media profiles – considering how we talk about people we see online, how "real" these identities might be, how we do it, and how we may say things we wouldn't say to their faces
<b>Changing Me</b>	P5	OMM + TM/SM: Factors affecting mood includes for sleep: overstimulation from TV and games, switching phone off. Also includes the effect of spending too much time on social media, and watching upsetting content as influencing mood