**Screen‑Savvy Kidz Workshop and Campaign**

**ABCDS Framework**

**Our Mission**

*Screen‑Savvy Kidz* empowers children to thrive in the digital world by building **Affection, Balance, awareness of online Comparisons, Delaying the onset of smartphones and social media, and safe Sharing habits**.

Our ABCDS framework is aligned with the **PSHE Association Programme of Study** and the **UKCIS Digital Resilience Framework**, ensuring it meets nationally recognised standards for online safety and wellbeing education.

Although our workshops are relevant to the wider objectives of PHSE and Digital Resilience**, they are a stand-alone programme and do not constitute or duplicate sessions that schools are required to deliver by the National Curriculum.**

**Please note, we will not reference PHSE Codes or UKCIS Digital Resilience Framework in the workshop; this document is solely for school leadership to better understand the content of our ABCDS Framework.**

**ABCDS Framework & Standards Mapping**

| **ABCDS Framework** | **Screen-Savvy Kidz Learning Focus** | **PSHE Association Codes & Descriptions** | **UKCIS Digital Resilience Framework** |
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| **A – Affection (Kindness)** | Promote empathy, respectful communication, and positive online interactions; challenge bullying and harmful behaviour | **R19**. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour **R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support | **Manage** – Making informed choices about behaviour and relationships online |
| **B – Balance** | Develop healthy screen habits, manage/reduce time online, and balance digital with healthy offline activities with an emphasis on the importance of play and time in nature | **H7.** how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle **H8.** about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn **H13.** about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online **H15.** that mental health, just like physical health, is part of daily life; the importance of taking care of mental health **H16.** about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing | **Know** – Having strategies, tools, and settings to stay safe and healthy |
| **C – Comparisons** | Recognise unrealistic portrayals online, avoid harmful self‑comparison, and build self‑esteem.  | **H28.** to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth **H29.** about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking **L16.** about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation | **Understand** – Recognising risks to wellbeing and knowing when something isn’t right |
| **D – Delay** | Encourage delaying personal smartphone ownership and social media use until at least age 13, in line with safeguarding best practice and platform age limits | **H37.** reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming **H42.** about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact | **Understand** & **Manage** – Recognising age‑appropriate boundaries and making informed choices about when to engage with online platforms |
| **S – Sharing** | Understand what’s safe to share, protect personal information, and respect others’ boundaries | **L15.** recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images | **Understand** & **Recover** – Knowing what’s safe to share and how to act if something goes wrong |

**Why This Matters**

* **Curriculum Relevance** – Our workshop aligns with PSHE Codes & Descriptions to ensure the ABCDS Framework can be reinforced by prior and future learning.
* **Safeguarding Assurance** – Meets UKCIS Digital Resilience standards referenced in DfE guidance.
* **Memorable Framework** – ABCDS is simple for children to recall, easy for teachers to integrate, and reassuring for parents.

**Reference**

1. **PSHE Association Programme of Study (KS1–5)** – This is the national framework that contains the official PSHE codes (e.g., H38, R20, L11) and their descriptions. You can access it on the [PSHE Association Programme of Study for PSHE Education (Key stages 1–5), Jan 2020.pdf](https://fs.hubspotusercontent00.net/hubfs/20248256/Programme%20of%20Study/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201%E2%80%935%29%2C%20Jan%202020.pdf?hsCtaTracking=d718fa8f-77a8-445b-a64e-bb10ca9a52d8%7C90ef65f6-90ab-4e84-af7b-92884c142b27)
2. **UKCIS Digital Resilience Framework** – Published by the UK Council for Internet Safety (UKCIS) and hosted on GOV.UK, this sets out the four digital resilience domains (*Understand, Know, Manage, Recover*) that you’ve mapped to. [UKCIS\_Digital\_Resilience\_Framework.pdf](https://assets.publishing.service.gov.uk/media/5d7a00a0e5274a20381543e6/UKCIS_Digital_Resilience_Framework.pdf)

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