

# 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
<b>A – Affection (Kindness)</b>	Promote empathy, respectful communication, and positive online interactions; challenge bullying and harmful behaviour	<b>R19.</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour <b>R20.</b> 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	<b>Manage</b> – Making informed choices about behaviour and relationships online
<b>B – Balance</b>	Develop healthy screen habits, manage/reduce time online, and balance digital with healthy offline activities with an emphasis on the	<b>H7.</b> 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	<b>Know</b> – Having strategies, tools, and settings to stay safe and healthy

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	importance of play and time in nature	inactive lifestyle <b>H8.</b> 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 <b>H13.</b> about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online <b>H15.</b> that mental health, just like physical health, is part of daily life; the importance of taking care of mental health <b>H16.</b> 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	
<b>C – Comparisons</b>	Recognise unrealistic portrayals online, avoid harmful self-comparison, and build self-esteem.	<b>H28.</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth <b>H29.</b> about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking <b>L16.</b> 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	<b>Understand –</b> Recognising risks to wellbeing and knowing when something isn't right

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<b>D – Delay</b>	Encourage delaying personal smartphone ownership and social media use until at least age 13, in line with safeguarding best practice and platform age limits	<b>H37.</b> 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 <b>H42.</b> 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	<b>Understand &amp; Manage –</b> Recognising age-appropriate boundaries and making informed choices about when to engage with online platforms
<b>S – Sharing</b>	Understand what's safe to share, protect personal information, and respect others' boundaries	<b>L15.</b> recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	<b>Understand &amp; Recover –</b> 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](#)
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](#)

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