









## Whole School Online Safety

Through PSHE and our Computing curriculum we cover many aspects of online safety. We use the [Education for a Connected World Framework](#) to ensure we are covering a wide range on online safety contexts. These are highlighted on this document.

 <b>Self-image and identity</b> 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.	 <b>Online relationships</b> 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.	 <b>Online reputation</b> 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.	 <b>Online bullying</b> 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.	 <b>Managing online information</b> 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.	 <b>Health, well-being and lifestyle</b> 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.	 <b>Privacy and security</b> 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.	 <b>Copyright and ownership</b> 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.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>WIDER CURRICULUM</b>	Know How Rules Protect Us whole school assembly		Safer Internet Day – theme in assembly and followed up with class and year group assemblies and activities  Tolerance whole school assembly	Respect and Tolerance whole school assembly		
<b>Year 3</b>	<b>Being Me in My World</b> <b>ONLINE RELATIONSHIPS</b> <b>Piece 4:</b> Scenarios around nasty text messages	<b>Celebrating difference</b> <b>ONLINE BULLYING</b> <b>Piece 3:</b> Discussions about what bullying is – can link to cyber bullying.  <b>Piece 4:</b> Scenarios around watching scary YouTube videos.  <b>Computing</b> <b>MANAGING ONLINE INFORMATION</b> -I can use key phrases in search engines. -I can use search technologies effectively.	<b>Computing</b> <b>MANAGING ONLINE INFORMATION</b> -I can use key phrases in search engines -I can use search technologies effectively  <b>COPYRIGHT AND OWNERSHIP</b> -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	<b>Healthy Me</b> <b>ONLINE RELATIONSHIPS</b> <b>HEALTH, WELLBEING AND LIFESTYLE</b> <b>Piece 4:</b> Thinking about when they feel safe or unsafe – could link to situations on the internet.  <b>ONLINE REPUTATION</b> <b>Piece 5:</b> Scenarios explore what to in safe/unsafe situations. One example reference posting something online that they should not be doing.	<b>Relationships</b> <b>ONLINE REPUTATION</b> <b>Piece 3:</b> 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.  <b>ONLINE BULLYING</b> <b>Piece 3:</b> Keeping myself safe online Children learn and rehearse using strategies for keeping themselves safe online;	

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			-I can demonstrate the use of search tools to find and access online content which can be reused by others	<b>HEALTH, WELLBEING AND LIFESTYLE</b> <b>Piece 6:</b> Children to create an infographic on how to stay safe. Opportunities for children to talk about how to stay safe on the internet and limit their screen time to improve their health.	they also learn who to ask for help if they are worried or concerned about anything online.	
<b>Year 4</b>		<p><b>Celebrating Difference</b> <b>ONLINE BULLYING</b> <b>Piece 3:</b> Discussion around a story where online bullying has occurred. Children need to think about how it has affected the child and what should be done and what the bystanders should/ should not do.</p> <p><b>Piece 4:</b> Discussions around what it means to be an internet troll and around stopping and thinking before sending anything on the internet or on phones, especially when reacting to something that has made them upset/angry.</p> <p><b>COPYRIGHT AND OWNERSHIP</b> -I can explain why copying someone else's work from the internet without permission can cause problems (Y3) -I can give examples of what those problems might be (Y3)</p>	<p><b>Dreams and Goals</b> <b>ONLINE REPUTATION</b> <b>Piece 2:</b> Scenarios that get the children to think about how the someone might feel if they didn't get what they wanted and about being resilient. One situation is about someone not getting likes on social media. Children to understand that it isn't the end of the world and that there are more important things.</p> <p><b>Piece 3:</b> Children to think about how to make new goals from those scenarios and think about advice they would give someone.</p> <p><b>Computing</b> <b>SELF-IMAGE AND IDENTITY</b> -I can describe ways in which people might make themselves look different online.</p>	<p><b>Healthy Me</b> <b>ONLINE RELATIONSHIPS</b> <b>ONLINE REPUTATION</b> <b>Piece 2:</b> Discussions around peer pressure. Scenarios around sending rude messages on phones.</p> <p><b>Piece 6:</b> Discussions around what is right or wrong. Scenarios about someone sending untrue messages on social media. Children to think about how they can be more assertive in the situations (not following other people, and standing up for themselves and not doing it)</p>	<p><b>Relationships</b> <b>ONLINE RELATIONSHIPS</b> <b>ONLINE REPUTATION</b> <b>Piece 1:</b> Discussions around jealousy. Scenarios around feeling jealous of things that people have posted on social media and around people posting fake images.</p> <p><b>Piece 4:</b> Discussions around posting things on social media that might affect friendships.</p>	

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		<p>-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 (Y4)</p> <p>-I can give some simple examples (Y4)</p>	<p><b>COPYRIGHT AND OWNERSHIP</b></p> <p>-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.</p>			
Year 5	<p><b>Computing</b> <b>COPYRIGHT AND OWNERSHIP</b></p> <p>-I can assess and justify when it is acceptable to use the work of others</p> <p>-I can give examples of content that is permitted to be reused</p>	<p><b>Celebrating Difference</b> <b>ONLINE BULLYING</b></p> <p><b>Piece 3:</b> Discussions around bullying – rumours and name calling, linking to cyber-bullying.</p> <p><b>Piece 4:</b> Discussions around types of bullying including direct and indirect. Links to Cyber bullying.</p> <p><b>Computing</b> <b>COPYRIGHT AND OWNERSHIP</b> <b>PRIVACY AND SECURITY</b></p> <p>-I can explain why copying someone else’s work from the internet without permission can cause problems.</p>		<p><b>Healthy Me</b> <b>HEALTH WELLBEING AND LIFESTYLE</b></p> <p><b>Piece 4:</b> Discussions around body image. Discussions around how this can be affected through altered images on social media.</p>	<p><b>Relationships</b> <b>ONLINE RELATIONSHIPS</b></p> <p><b>Pieces 2-6:</b> (Online safety lessons)</p> <p>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.</p> <p><b>ONLINE REPUTATION</b></p> <p><b>Pieces 2-6:</b> (General online safety lessons)</p> <p>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.</p> <p><b>ONLINE BULLYING</b></p>	

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					<p><b>Piece 2:</b> 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.</p> <p><b>MANAGING ONLINE INFORMATION</b></p> <p><b>Pieces 2-6:</b> (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.</p> <p><b>HEALTH WELLBEING AND LIFESTYLE</b></p> <p><b>PRIVACY AND SECURITY</b></p> <p><b>Pieces 2-6:</b> (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</p>	

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					<p><b>Piece 6:</b> 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.</p> <p><b>COPYRIGHT AND OWNERSHIP</b> 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.</p>	
<b>Year 6</b>	<p><b>Computing</b> <b>MANAGING ONLINE INFORMATION</b></p> <p>-I can describe and assess the benefits and the potential risks of sharing information online. -I can use various additional tools to refine my searches (e.g. search filters: size, type, usage rights etc.). -I can explain how to use search effectively and use</p>	<p><b>Celebrating Difference</b> <b>ONLINE BULLYING</b></p> <p><b>Piece 4:</b> Why bully? Children are encouraged to practice 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.</p>	<p><b>Computing</b> <b>ONLINE RELATIONSHIPS</b></p> <p>I can use the internet with adult support to communicate with people I know. (EY-7)</p> <p><b>MANAGING ONLINE INFORMATION</b></p> <p>I can navigate online content, websites, or social media feeds using more sophisticated tools</p>	<p><b>Healthy Me</b> <b>HEALTH WELLBEING AND LIFESTYLE</b></p> <p><b>Piece 1:</b> Discussions around taking responsibility for well-being. Agony Aunt scenarios about being sleepy from playing video games.</p> <p><b>Computing</b> <b>MANAGING ONLINE INFORMATION</b></p>	<p><b>Relationships</b> <b>SELF IMAGE AND IDENTITY</b></p> <p><b>Piece 1:</b> Children learn to have an accurate picture of who they are in terms of their characteristics and personal qualities.</p> <p><b>Pieces 2-3:</b> In these lessons on staying safe when using technology, children learn</p>	<p><b>Changing Me</b> <b>HEALTH WELLBEING AND LIFESTYLE</b></p> <p><b>Piece 1:</b> Discussions around body and self-image. Can introduce discussions that link to social media influences on self/body image.</p> <p><b>ONLINE REPUTATION</b></p>

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	<p>examples from my own practice to illustrate this. -I can explain how search engine rankings are returned and can explain how they can be influenced (e.g. commerce, sponsored results).</p>		<p>to get to the information I want (e.g. menus, sitemaps, breadcrumb-trails, site search functions). (11-14)</p> <p><b>COPYRIGHT AND OWNERSHIP</b></p> <p>-I can explain why copying someone else's work from the internet without permission can cause problems.</p> <p>-I can give examples of what those problems might be.</p> <p>-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.</p> <p>-I can give some simple examples.</p> <p>-I can assess and justify when it is acceptable to use the work of others.</p> <p>-I can give examples of content that is permitted to be reused.</p> <p>-I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>-I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p> <p>-I can explain the principles of fair use and apply this to case studies. (11-14)</p>	<p>-I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites)</p> <p>-I can use different search technologies</p> <p>-I can evaluate digital content and can explain how I make choices from search results</p>	<p>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.</p> <p><b>ONLINE RELATIONSHIPS</b></p> <p><b>Pieces 5 &amp; 6:</b> (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.</p> <p><b>ONLINE REPUTATION</b></p> <p><b>Piece 6:</b> Using technology Responsibly This lesson offers the opportunity for children to learn to use technology positively and safely, so they can communicate respectfully</p> <p><b>MANAGING ONLINE INFORMATION</b></p> <p><b>SELF-IMAGE AND IDENTITY</b></p>	<p><b>Piece 2:</b> Discussions around boyfriends/girlfriends. Discussions around sexting.</p> <p><b>ONLINE RELATIONSHIPS</b></p> <p><b>HEALTH WELLBEING AND LIFESTYLE</b></p> <p><b>Piece 4:</b> Discussions around making choices based on peer pressure, such as playing games that are not age appropriate, even though friends are.</p> <p><b>HEALTH WELLBEING AND LIFESTYLE</b></p> <p><b>Piece 5:</b> Discussions around real/ideal self and influences from social media.</p>

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					<p><b>Piece 5:</b> 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.</p>	