

	All Saints CE Primary School & Nursery	Foundation Subject Overview
Subject:	Online Safety	

## HOW DOES THIS SUBJECT FIT IN?

EYFS Framework: Across all areas of learning.

KS1 National Curriculum:

KS2 National Curriculum:

### Aims of Computing (from National Curriculum)

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

### What this looks like in KS1:

Pupils should be taught to:

- 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.

### What this looks like in KS2:

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact on the internet or other online technologies

## Whole School Focus Assembly

**Autumn- Anti Bullying Week**

**Spring- Safer Internet Day**

**Summer- Childnet Trust Me Resources**

<http://www.childnet.com/resources/trust-me>

## EYFS

How to be a good friend online	Digiducks Big Decision
Keeping personal information safe	Digitduck's Famous Friend
Understand that what they read online might be true, untrue ,or someone's opinion	Detective Digitduck
Cyberbullying/inappropriate websites for older children/popups	Smartie the penguin 1
Upsetting images/unreliable information/Talking to strangers online/reporting	Smartie the Penguin 2

## Year 1

<b>National Curriculum Objectives:</b> 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	<b>Unit</b>
<b>Autumn</b> <ul style="list-style-type: none"> <li>understand that rules help us stay safe, both in the real world and online.</li> <li>suggest strategies for staying safe in different online scenarios.</li> <li>help to develop a set of online safety rules that are easily understood and appropriate for Year 1.</li> </ul>	<b>Unit 1.1 – We are Year 1 rule writers</b> Creating rules that help us stay safe online
<b>Autumn 2</b> <ul style="list-style-type: none"> <li>understand that unkind behaviour online can affect other people, even though we can't see them.</li> <li>understand that the rules created in Unit 1.1 can be applied to any concerns they may have about their online activities.</li> </ul>	<b>Unit 1.2 – We are kind and thoughtful</b> Understanding the impact of our behaviour on others
<b>Spring 1</b> <ul style="list-style-type: none"> <li>learn the very basic principles of what the internet is.</li> <li>understand how people use the internet.</li> <li>understand that using computer devices too often can be bad for us and we should take time out from technology to do other things.</li> <li>discuss what to do if they see or hear something online that upsets them.</li> </ul>	<b>Unit 1.3 – We are responsible internet and device users</b> Remembering to take time out from technology
<b>Spring 2</b> <ul style="list-style-type: none"> <li>understand what is meant by 'personal information'.</li> <li>recognise that anyone online who we don't know in real life is a stranger.</li> <li>understand how we can protect our personal information, including reporting worries to trusted adults.</li> </ul>	<b>Unit 1.4 – We are information protectors</b> Understanding what is meant by personal information
<b>Summer 1</b> <ul style="list-style-type: none"> <li>understand what is meant by 'digital citizen'.</li> <li>understand how to be responsible, respectful and safe online.</li> <li>understand that being a good digital citizen means having a kind heart, a warning tummy and a thinking brain; all things that keep us safe online.</li> </ul> recall what to do if something happens online that makes them feel uncomfortable	<b>Unit 1.5 – We are good digital citizens</b> Finding out what it means to be a good digital citizen
<b>Summer 2</b> <ul style="list-style-type: none"> <li>understand the importance of playing games in shared spaces where grown-ups are available for support.</li> </ul>	<b>Unit 1.6 – We are responsible gamers</b>

understand the importance of taking breaks away from technology	Learning how to stay safe when playing online games
<b>Year 2</b>	
<b>National Curriculum Objectives:</b> 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	<b>Units</b>
<b>Autumn 1</b> <ul style="list-style-type: none"><li>• consider online safety scenarios encountered in Year 1 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules.</li><li>• consider what strategies they might use if their usual trusted adult is not available</li><li>• review and edit their online safety guidelines.</li><li>• develop their online safety rules so they are easily understood and appropriate for Year 2 pupils.</li></ul>	<b>Unit 2.1 – We are Year 2 rule writers</b> Reviewing and editing our online safety guidelines
<b>Autumn 2</b> <ul style="list-style-type: none"><li>• begin to understand the concept of online bullying and the role of the bystander.</li><li>• develop an understanding of the consequences of online bullying.  recall their online safety rules for reporting concerns and inappropriate behaviour.</li></ul>	<b>Unit 2.2 – We are not online bullies</b> Creating a strong message against online bullying
<b>Spring 1</b> <ul style="list-style-type: none"><li>• understand the very basic principles of how search engines work.</li><li>• understand the key steps for searching the web safely.</li><li>• understand how to report concerns when searching the web</li></ul>	<b>Unit 2.3 – We are safe searchers</b> Learning how to use search engines safely
<b>Spring 2</b> <ul style="list-style-type: none"><li>• understand that passwords are an important part of keeping information safe.</li><li>• understand the differences between strong and weak passwords.</li><li>• understand that sharing a password makes it weak</li></ul>	<b>Unit 2.4 – We are code masters</b> Generating strong passwords and keeping them safe
<b>Summer 1</b> <ul style="list-style-type: none"><li>• understand that the way technology is used is as important as good online behaviour.</li><li>• understand that the way we use technology impacts the people around us.</li><li>• further develop responses to incidents of poor behaviour online.</li></ul>	<b>Unit 2.5 – We are online behaviour experts</b> Solving online safety problems
<b>Summer 2</b> <ul style="list-style-type: none"><li>• recognise the PEGI age rating system for digital games.</li></ul>	<b>Unit 2.6 – We are game raters</b>

<ul style="list-style-type: none"> <li>understand that the system is useful for helping people decide which games are appropriate.</li> <li>understand what to do if someone nearby is playing a game which is inappropriate for them.</li> </ul>	Understanding and applying the PEGI rating system for games
<b>Year 3</b>	
<b>National Curriculum Objectives:</b> Understand the opportunities [networks] offer for communication and collaboration  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	<b>Units</b>
<b>Autumn 1</b> <ul style="list-style-type: none"> <li>Consider online safety scenarios encountered in Year 2 (both at school and at home) and appreciate how these new experiences can be used to refine their online safety rules.</li> <li>Consider what new strategies they can apply to online safety scenarios, such as calling Childline.</li> <li>Review and edit their online safety guidelines.</li> <li>Develop and edit their online safety rules so they are easily understood and appropriate for Year 3 pupils.</li> </ul>	<b>Unit 3.1 – We are Year 3 rule writers</b> Reviewing and editing our online safety rules
<b>Autumn 2</b> <ul style="list-style-type: none"> <li>begin to understand that information shared online cannot always be controlled</li> <li>develop a deeper understanding of the consequences of online bullying.</li> <li>understand the role of a bystander in online bullying.</li> </ul>	<b>Unit 3.2 – We are digital friends</b> Developing an awareness of online bullying
<b>Spring 1</b> <ul style="list-style-type: none"> <li>use clues to make choices about which web pages they consider most useful and trustworthy.</li> <li>understand that not all links are safe or trustworthy.</li> <li>understand different ways to report concerns and inappropriate behaviour.</li> </ul>	<b>Unit 3.3 – We are internet detectives</b> Assessing the trustworthiness of websites
<b>Spring 2</b> <ul style="list-style-type: none"> <li>use clues to make choices about which web pages they consider most useful and trustworthy.</li> <li>understand that not all links are safe or trustworthy.</li> </ul> <p>understand different ways to report concerns and inappropriate behaviour.</p>	<b>Unit 3.4 – We are aware of our digital footprint</b> Understanding the digital trails we leave behind

<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>understand that good online behaviour is important for making the internet an enjoyable place for everyone</li> <li>understand that email is a widely used form of digital communication that lasts forever and can be shared.</li> </ul>	<p><b>Unit 3.5 – We are netiquette experts</b> Practising good netiquette</p>
<p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>understand that internet identities are actively constructed by the user</li> <li>recognise that internet identities can be misleading or not representative of the creator</li> <li>recall that personal information should not be shared by anyone online who we don't know in real life.</li> <li><b>PSHE UNIT – evaluate the validity of statements online</b></li> <li><b>PSHE UNIT – recognise appropriate online and offline behaviour</b></li> </ul> <p>Know how to get help when requested for information about themselves or for images</p>	<p><b>Unit 3.6 – We are avatar creators</b> Who do we really know online?</p> <p><b>PSHE Super Searcher</b> <b>PSHE None of Your Business</b></p>

Year 4

National Curriculum Objectives:	Units
<p>Understand the opportunities [networks] offer for communication and collaboration</p> <p>Be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	
<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>Consider online safety scenarios encountered in Year 3 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules.</li> <li>Consider what new strategies they can apply to online safety scenarios, beyond talking to a trusted adult.</li> <li>Review and edit their online safety guidelines.</li> </ul> <p>Develop their online safety rules so they are easily understood and appropriate for Year 4 pupils.</p>	<p><b>Unit 4.1 – We are Year 4 rule writers</b></p> <p>Reviewing and editing our online safety rules.</p>
<p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>Understand that peer pressure can be a positive and negative influence.</li> <li>Understand that access to the internet is not the same for everyone.</li> <li>Recall ways to report concerns and inappropriate behaviour.</li> </ul>	<p><b>Unit 4.2 – We are standing up to peer pressure</b></p> <p>Dealing positively with peer pressure</p>
<p><b>Spring 1</b></p>	<p><b>Unit 4.3 – We are aware that our online content lasts forever</b></p>

<ul style="list-style-type: none"> <li>Understand that because of the internet, information can be spread more quickly and reach more people now than at any time in the past.           <ul style="list-style-type: none"> <li>Understand that although information posted on the internet might not always be true or accurate, it lasts forever.</li> </ul> </li> </ul>	Getting the message: pre- and post-internet
<b>Spring 2</b> <ul style="list-style-type: none"> <li>Understand that because of the internet, information can be spread more quickly and reach more people now than at any time in the past.</li> <li>Understand that although information posted on the internet might not always be true or accurate, it lasts forever</li> </ul>	<b>Unit 4.4 – We are online risk managers</b> Understanding risk and prevention of information loss
<b>Summer 1</b> <ul style="list-style-type: none"> <li>Understand that both digital rights and responsibilities are important to ensure the internet is a great place for everyone.</li> <li>Understand that there are consequences for knowingly ignoring rights.</li> <li>Further develop a positive and responsible attitude towards technology and internet use.</li> </ul>	<b>Unit 4.5 – We are respectful of digital rights and responsibilities</b> Understanding and respecting digital rights and responsibilities
<b>Summer 2</b> <ul style="list-style-type: none"> <li>Understand that virtual friends are still strangers that they do not know.</li> <li>Apply their knowledge of online safety to decide what information they, as virtual friends, can safely share online.</li> <li>Recap rules for reporting suspicious or uncomfortable online situations.</li> <li><b>PSHE UNIT- Identify images that are safe/unsafe to share online.</b> <ul style="list-style-type: none"> <li>- Understand the implication of sharing images without consent.</li> </ul> </li> </ul>	<b>Unit 4.6 – We are careful when talking to virtual friends</b> Virtual friendship vs real friendship; who we can trust  <b>PSHE UNIT Picture Wise</b>

<b>Year 5</b>	
<b>National Curriculum Objectives :</b> Understand the opportunities [networks] offer for communication and collaboration  Be discerning in evaluating digital content	<b>Units</b>

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	
<b>Autumn 1</b> <ul style="list-style-type: none"> <li>Consider online safety scenarios encountered in Year 4 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules.</li> <li>Consider what new strategies they can apply to online safety scenarios, such as clicking the CEOP 'Report abuse' button.</li> <li>Review and edit their online safety guidelines.</li> </ul> <p>Develop their online safety rules so they are easily understood and appropriate for Year 5 pupils.</p>	<b>Unit 5.1 – We are Year 5 rule writers</b> Reviewing and editing our online safety rules
<b>Autumn 2</b> <ul style="list-style-type: none"> <li>Consider online safety scenarios encountered in Year 4 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules.</li> <li>Consider what new strategies they can apply to online safety scenarios, such as clicking the CEOP 'Report abuse' button.</li> <li>Review and edit their online safety guidelines.</li> </ul> <p>Develop their online safety rules so they are easily understood and appropriate for Year 5 pupils.</p>	<b>Unit 5.2 – We are responsible for our online actions</b> Understanding the impact of online behaviour
<b>Spring 1</b> <ul style="list-style-type: none"> <li>Understand that some people get paid to endorse products online.</li> <li>Develop a discerning attitude to online content so that they can confidently reach their own conclusions.</li> </ul> <p>Appreciate the value of trusted adults in helping them reach an informed conclusion.</p>	<b>Unit 5.3 – We are content evaluators</b> Understanding advertising and endorsements online
<b>Spring 2</b> <ul style="list-style-type: none"> <li>Understand that some people get paid to endorse products online.</li> <li>Develop a discerning attitude to online content so that they can confidently reach their own conclusions.</li> </ul> <p>Appreciate the value of trusted adults in helping them reach an informed conclusion.</p>	<b>Unit 5.4 – We are protecting our online reputation</b> Developing strategies to protect our future selves
<b>Summer 1</b> <ul style="list-style-type: none"> <li>Understand that copyright laws exist to protect original content creators.</li> <li>Understand that content they choose to use or upload on the internet may be subject to copyright laws.</li> </ul> <p>Further develop their understanding of rights and responsibilities as digital citizens</p>	<b>Unit 5.5 – We are respectful of copyright</b> Understanding and applying copyright laws
<b>Summer 2</b> <ul style="list-style-type: none"> <li>Understand that copyright laws exist to protect original content creators.</li> <li>Understand that content they choose to use or upload on the internet may be subject to copyright laws.</li> </ul> <p>Further develop their understanding of rights and responsibilities as digital citizens</p>	<b>Unit 5.6 – We are game changers</b> Understanding how games developers make money

**Year 6**

<p><b>National Curriculum Objectives :</b>Understand the opportunities [networks] offer for communication and collaboration 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>	<p><b>Units</b></p>
<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>Consider online safety scenarios encountered in Year 5 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules.</li> <li>Consider what new strategies they can apply to online safety scenarios, such as using reporting buttons within websites and apps.</li> <li>Review and edit their online safety guidelines.</li> <li>Develop their online safety rules so they are easily understood and appropriate for Year 6 pupils.</li> </ul>	<p><b>Unit 6.1 – We are online safety ambassadors</b> Reviewing and editing our online safety rules</p>
<p><b>Autumn2</b></p> <ul style="list-style-type: none"> <li>Understand the negative consequences of sharing nude selfies.</li> <li>Develop confidence in saying no when they are posed with a request for inappropriate and/or indecent images of themselves.</li> <li>Understand that once an image is online, it stays online forever.</li> <li>Understand what is meant by nude selfies and learn that, sending, sharing and storing inappropriate images of Under-18s is a crime.</li> </ul>	<p><b>Unit 6.2 – We will not share inappropriate images</b> Inappropriate use of technology and the internet – nude selfies</p>
<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Understand that most online sites and apps require an account holder to be a minimum of 13 years old.</li> </ul>	<p><b>Unit 6.3 – We are safe social networkers</b></p>

<ul style="list-style-type: none"> <li>Understand that they should check and adhere to the age restrictions of a site or app.</li> <li>Understand why age restrictions apply to online communication tools.</li> <li>Develop resilience to online behaviour and influences in an unfamiliar setting.</li> </ul> <p>Learn how to use appropriate social networking sites safely.  <b>PSHE UNIT- TO know the legal age for having social media accounts and the reasons behind this.</b></p>	<p>Understanding that internet safety skills must always be switched on</p> <p><b>PSHE UNIT- Facebook Friends</b></p>
<p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>Understand that they need to respect other people's preferences when uploading images or video to the internet.</li> <li>Understand that everyone has the right to privacy and can refuse permission for images or videos of themselves being uploaded to the internet.</li> </ul> <p>Develop their understanding that content posted on the internet can last forever</p>	<p><b>Unit 6.4 – We are respectful of others</b></p> <p>Respecting the personal information and privacy of others</p>
<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>Develop confidence in their ability to act appropriately when confronted with unfamiliar situations involving technology and the internet.</li> <li>Revisit the key concepts of digital citizenship.</li> </ul>	<p><b>Unit 6.5 – We are online safety problem solvers</b></p> <p>Using our skills to resolve unfamiliar situations</p>
<p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>Develop confidence in their ability to act appropriately when confronted with unfamiliar situations involving technology and the internet.</li> <li>Revisit the key concepts of digital citizenship.</li> </ul> <p><b>PSHE UNITS- To know it is illegal to share images of children under the age of 18</b></p> <p>Explore the risks of sharing and know the importance of keeping personal information private</p> <p>Identify strategies for keeping personal information safe online</p> <p>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face</p> <p>Understand and describe the ease with which something posted online can spread.</p>	<p><b>Unit 6.6 – We are safe gaming experts</b></p> <p>Creating and delivering advice on safe online gaming</p> <p><b>PSHE UNIT- To share or not to share</b></p> <p><b>PSHE UNIT- Traffic Lights</b></p> <p><b>PSHE UNIT- Think before you click</b></p> <p><b>PSHE UNIT - It's a puzzle</b></p>

## **Resources**

Rising Stars Online Safety Scheme [https://www.risingstars-uk.com/login?gclid=EA1alQobChMIh8vwrPGX6wIViKztCh1mvg79EAAyASAAEgKhC\\_D\\_BwE](https://www.risingstars-uk.com/login?gclid=EA1alQobChMIh8vwrPGX6wIViKztCh1mvg79EAAyASAAEgKhC_D_BwE)