

## Online Safety Curriculum 2024-2025

| <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Purple Mash     | content         | contact         | conduct         | commerce        | mental health   |

### KCSiE

### Online safety

135. It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

136. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

**content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

**contact:** being subjected to harmful online interaction with other users; for example:

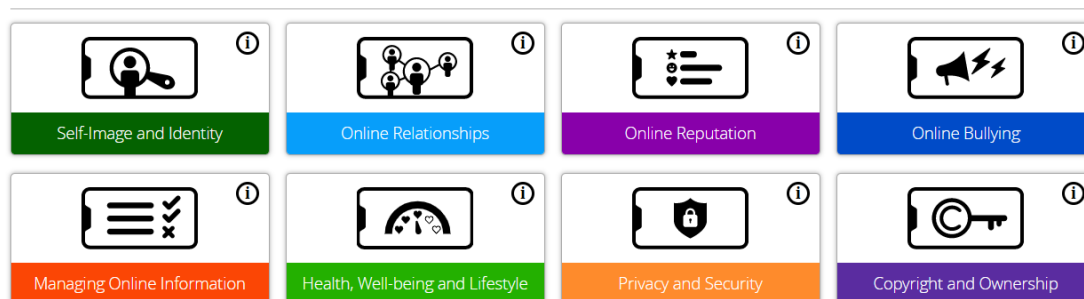
peer to peer pressure, **commercial** advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

**conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

**commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

137. Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.

### Project Evolve areas:



| Year 1 (4 lessons)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 2 (3 lessons)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 3 (3 lessons)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <div data-bbox="224 212 598 284" data-label="Section-Header"> <h3>Key Learning</h3> </div> <ul data-bbox="152 316 660 834" style="list-style-type: none"> <li>• To log in safely.</li> <li>• To learn how to find saved work in the Online Work area and find teacher comments.</li> <li>• To learn how to search Purple Mash to find resources.</li> <li>• To become familiar with the icons and types of resources available in the Topics section.</li> <li>• To start to add pictures and text to work.</li> <li>• To explore the Tools and Games section of Purple Mash.</li> <li>• To learn how to open, save and print.</li> <li>• To understand the importance of logging out.</li> </ul>                                                                                                                                                                                                                                                                                               | <div data-bbox="857 212 1209 284" data-label="Section-Header"> <h3>Key Learning</h3> </div> <ul data-bbox="768 304 1400 834" style="list-style-type: none"> <li>• To know how to refine searches using the Search tool.</li> <li>• To use digital technology to share work on Purple Mash to communicate and connect with others locally.</li> <li>• To have some knowledge and understanding about sharing more globally on the Internet.</li> <li>• To introduce Email as a communication tool using 2Respond simulations.</li> <li>• To understand how we should talk to others in an online situation.</li> <li>• To open and send simple online communications in the form of email.</li> <li>• To understand that information put online leaves a digital footprint or trail.</li> <li>• To identify the steps that can be taken to keep personal data and hardware secure.</li> </ul>                                                                                                                                                                         | <div data-bbox="1568 212 2009 300" data-label="Section-Header"> <h3>Key Learning</h3> </div> <ul data-bbox="1485 344 2094 799" style="list-style-type: none"> <li>• To know what makes a safe password.</li> <li>• To learn methods for keeping passwords safe.</li> <li>• To understand how the Internet can be used in effective communication.</li> <li>• To understand how a blog can be used to communicate with a wider audience.</li> <li>• To consider the truth of the content of websites.</li> <li>• To learn about the meaning of age restrictions symbols on digital media and devices.</li> </ul>                                                                                                                                                                                                                                                |
| Year 4 (4 lessons)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 5 (4 lessons)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 6 (4 lessons)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <div data-bbox="197 914 519 962" data-label="Section-Header"> <h3>Key Learning</h3> </div> <ul data-bbox="136 986 582 1457" style="list-style-type: none"> <li>• To understand how children can protect themselves from online identity theft.</li> <li>• To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.</li> <li>• To identify the risks and benefits of installing software including apps.</li> <li>• To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.</li> <li>• To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</li> <li>• To identify the positive and negative influences of technology on health and the environment.</li> <li>• To understand the importance of balancing game and screen time with other parts of their lives.</li> </ul> | <div data-bbox="813 914 1090 962" data-label="Section-Header"> <h3>Key Learning</h3> </div> <ul data-bbox="757 978 1142 1465" style="list-style-type: none"> <li>• To gain a greater understanding of the impact that sharing digital content can have.</li> <li>• To review sources of support when using technology and children's responsibility to one another in their online behaviour.</li> <li>• To know how to maintain secure passwords.</li> <li>• To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.</li> <li>• To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</li> <li>• To learn about how to reference sources in their work.</li> <li>• To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</li> <li>• To ensure reliability through using different methods of communication.</li> </ul> | <div data-bbox="1507 914 1780 970" data-label="Section-Header"> <h3>Key Learning</h3> </div> <ul data-bbox="1451 994 1836 1457" style="list-style-type: none"> <li>• To identify benefits and risks of mobile devices broadcasting the location of the user/device.</li> <li>• To identify secure sites by looking for privacy seals of approval.</li> <li>• To identify the benefits and risks of giving personal information.</li> <li>• To review the meaning of a digital footprint.</li> <li>• To have a clear idea of appropriate online behaviour.</li> <li>• To begin to understand how information online can persist.</li> <li>• To understand the importance of balancing game and screen time with other parts of their lives.</li> <li>• To identify the positive and negative influences of technology on health and the environment.</li> </ul> |

## Content

| Rec                                                                                                                                                                                                                     | Year 1                                                                                                                                                                                                          | Year 2                                                                                                                                                                                                                                                                                                                                                                        | Year 3                                                                                                                                                        | Year 4                                                                                                                                                                                                           | Year 5                                                                                                                                                                                                                              | Year 6                                                                                                                                                                                                                                                              |
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| <p>I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p> <p>Self-Image and Identity</p> | <p>I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.</p> <p>Managing Online Information</p> | <p>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p> <p>Self-Image and Identity</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</p> <p>Managing Online Information</p> | <p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>Managing Online Information</p> | <p>I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p> <p>Managing Online Information</p> | <p>I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</p> <p>Managing Online Information</p> | <p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</p> <p>Self-Image and Identity</p> |

## Contact

| Rec                                                                                                            | Year 1                                                                                                                                                                                                              | Year 2                                                                                                                                                                                                                                                      | Year 3                                                                                                                                                                                                                                                                         | Year 4                                                                                     | Year 5                                                                                                                                                                                           | Year 6                                                                                                                                                                                                                                                            |
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| <p>I can recognise some ways in which the internet can be used to communicate.</p> <p>Online Relationships</p> | <p>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p> <p>Self-Image and Identity</p> | <p>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).</p> <p>Online Relationships</p> | <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>Online Relationships</p> | <p>I can recognise when someone is upset, hurt or angry online.</p> <p>Online Bullying</p> | <p>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.</p> <p>Online Relationships</p> | <p>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p> <p>Online Relationships</p> |

## Conduct

| Rec                                                                                      | Year 1                                                                                                                    | Year 2                                                                                                                            | Year 3                                                                                                                           | Year 4                                                                                                                                                                                                                                                                                                                                                | Year 5                                                                                                                                                                    | Year 6                                                                                                                                                                                                                                                                     |
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| <p>I can describe ways that some people can be unkind online.</p> <p>Online Bullying</p> | <p>I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>Online Bullying</p> | <p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>Online Bullying</p> | <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p> <p>Online Bullying</p> | <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>Online Bullying</p> <p>I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p> <p>Online Bullying</p> | <p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p> <p>Online Bullying</p> | <p>I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</p> <p>Online Bullying</p> <p>I can explain how someone would report online bullying in different contexts.</p> <p>Online Bullying</p> |

## Commerce

| Rec                                                                            | Year 1                                                                                                                                             | Year 2                                                                                                                                                                               | Year 3                                                                                                      | Year 4                                                                                                                                                                                                                                   | Year 5                                                                                                                                                                                          | Year 6                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I know that work I create belongs to me.</p> <p>Copyright and Ownership</p> | <p>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p> <p>Online Relationships</p> | <p>I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p> <p>Managing Online Information</p> | <p>I can explain how the internet can be used to sell and buy things</p> <p>Managing Online Information</p> | <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <p>Managing Online Information</p> | <p>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p> <p>Managing Online Information</p> | <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).</p> <p>Managing Online Information</p> |

## Mental Health

| Rec                                                                                                                                                                        | Year 1                                                                                                                                        | Year 2                                                                                                                                  | Year 3                                                                                                                                                                                          | Year 4                                                                                                                                                                                                                       | Year 5                                                                                                                                                                                               | Year 6                                                                                                                                                                                                                                                                                     |
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| <b>Screen time</b><br>The children will discuss the length of time they spend on devices, at what time of day they use them and how this could impact their mental health. | <b>Isolating</b><br>The children will discuss their screen times and they will discuss how it can reduce socialising with family and friends. | <b>Addicting</b><br>The children will look how creators make games and videos to make you want to watch more. What is your screen time? | <b>Filters</b><br>The children will discuss how people edit their photos to enhance their selfies (e.g. whitening teeth). How could changing our appearance on photos impact our mental health? | <b>Only the good things</b><br>The children will discuss what people are posting online. Is it a true reflection of their life? Why do people only post certain aspects of their life? Should we compare our life to theirs? | <b>Seeking approval</b><br>The children will discuss the impact of having likes on social media. How does it change what people might post? How could watching your likes impact your mental health? | <b>Peer pressure</b><br>The children will discuss the definition of peer pressure. They will discuss how people may feel peer pressure to post videos, commit silly acts online, join in with Whatsapp groups etc. What could we do if we have been placed into an uncomfortable position? |