



All Saints CE Primary School & Nursery

**Subject: Online Safety**

**Foundation Subject Overview**

**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**

<p><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</p>	<p><b>Unit</b></p>
<p><b>Autumn</b></p> <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>	<p><b>Unit 1.1 – We are Year 1 rule writers</b> Creating rules that help us stay safe online</p>
<p><b>Autumn 2</b></p> <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>	<p><b>Unit 1.2 – We are kind and thoughtful</b> Understanding the impact of our behaviour on others</p>
<p><b>Spring 1</b></p> <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>	<p><b>Unit 1.3 – We are responsible internet and device users</b> Remembering to take time out from technology</p>
<p><b>Spring 2</b></p> <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>	<p><b>Unit 1.4 – We are information protectors</b> Understanding what is meant by personal information</p>
<p><b>Summer 1</b></p> <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> <p>recall what to do if something happens online that makes them feel uncomfortable</p>	<p><b>Unit 1.5 – We are good digital citizens</b> Finding out what it means to be a good digital citizen</p>
<p><b>Summer 2</b></p> <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>	<p><b>Unit 1.6 – We are responsible gamers</b></p>

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.</li> </ul> recall their online safety rules for reporting concerns and inappropriate behaviour.	<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 <b>PEGI rating</b> system for games
<b>Year 3</b>	
<p><b>National Curriculum Objectives:</b> 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>	<b>Units</b>
<p><b>Autumn 1</b></p> <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>	<p><b>Unit 3.1 – We are Year 3 rule writers</b> Reviewing and editing our online safety rules</p>
<p><b>Autumn 2</b></p> <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>	<p><b>Unit 3.2 – We are digital friends</b> Developing an awareness of online bullying</p>
<p><b>Spring 1</b></p> <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>	<p><b>Unit 3.3 – We are internet detectives</b> Assessing the trustworthiness of websites</p>
<p><b>Spring 2</b></p> <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>	<p><b>Unit 3.4 – We are aware of our digital footprint</b> Understanding the digital trails we leave behind</p>

<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 style="text-align: center;"><b>Know how to get help when requested for information about themselves or for images</b></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>

<b>Year 4</b>	
<p><b>National Curriculum Objectives:</b> 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>Units</b></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> 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> 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.</li> <li>• Understand that although information posted on the internet might not always be true or accurate, it lasts forever.</li> </ul>	Getting the message: pre- and post-internet
<p><b>Spring 2</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.</li> <li>• Understand that although information posted on the internet might not always be true or accurate, it lasts forever</li> </ul>	<p><b>Unit 4.4 – We are online risk managers</b> Understanding risk and prevention of information loss</p>
<p><b>Summer 1</b></p> <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>	<p><b>Unit 4.5 – We are respectful of digital rights and responsibilities</b> Understanding and respecting digital rights and responsibilities</p>
<p><b>Summer 2</b></p> <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>	<p><b>Unit 4.6 – We are careful when talking to virtual friends</b> Virtual friendship vs real friendship; who we can trust</p> <p>PSHE UNIT Picture Wise</p>

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

<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 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>	<p><b>Unit 5.1 – We are Year 5 rule writers</b> Reviewing and editing our online safety rules</p>
<p><b>Autumn 2</b></p> <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>	<p><b>Unit 5.2 – We are responsible for our online actions</b> Understanding the impact of online behaviour</p>
<p><b>Spring 1</b></p> <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>	<p><b>Unit 5.3 – We are content evaluators</b> Understanding advertising and endorsements online</p>
<p><b>Spring 2</b></p> <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>	<p><b>Unit 5.4 – We are protecting our online reputation</b> Developing strategies to protect our future selves</p>
<p><b>Summer 1</b></p> <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>	<p><b>Unit 5.5 – We are respectful of copyright</b> Understanding and applying copyright laws</p>
<p><b>Summer 2</b></p> <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>	<p><b>Unit 5.6 – We are game changers</b> Understanding how games developers make money</p>

PSHE UNIT- Demonstrate strategies to deal with online bullying	PSHE UNIT- Sport Bullying
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<b>Year 6</b>	
<p><b>National Curriculum Objectives</b> :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>	<b>Units</b>
<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.</p> <p><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> 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> 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> Explore the risks of sharing and know the importance of keeping personal information private Identify strategies for keeping personal information safe online Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face Understand and describe the ease with which something posted online can spread.</p>	<p><b>Unit 6.6 – We are safe gaming experts</b> Creating and delivering advice on safe online gaming</p> <p><b>PSHE UNIT- To share or not to share</b> <b>PSHE UNIT- Traffic Lights</b></p> <p><b>PSHE UNIT- Think before you click</b> <b>PSHE UNIT - It’s a puzzle</b></p>

## Resources

Rising Stars Online Safety Scheme [https://www.risingstars-uk.com/login?gclid=EAlaIQobChMIh8vwrPGX6wIViKztCh1mvg79EAAYASAAEgKhC\\_D\\_BwE](https://www.risingstars-uk.com/login?gclid=EAlaIQobChMIh8vwrPGX6wIViKztCh1mvg79EAAYASAAEgKhC_D_BwE)