



# Launde Primary School

## Online Safety Curriculum

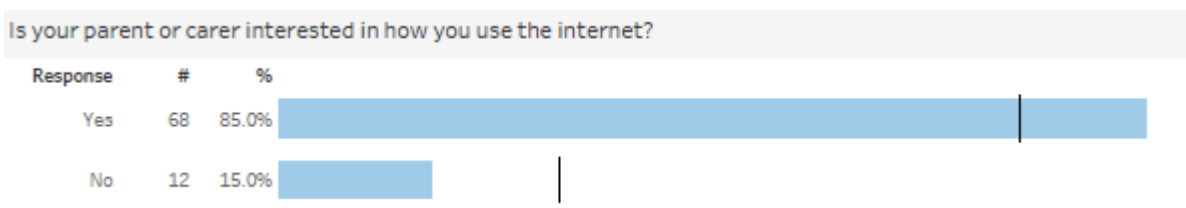
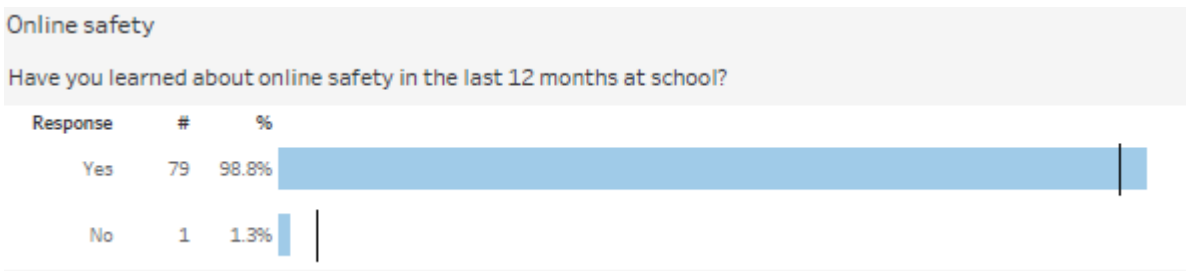
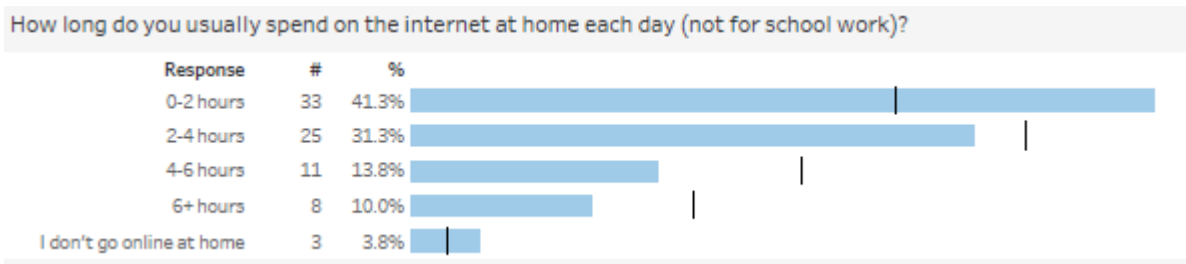


## Intent

Ensuring that our children are equipped with the skills to keep themselves safe online in an increasingly connected world is central to our school's Online Safety curriculum. We want our children to be able to take advantage of all of the opportunities that being online offers whilst being confident that they are safe and know who to speak to if they are ever worried about what they may have seen online.

Our curriculum is based on materials provided by ProjectEVOLVE and address eight key areas for children to learn about to be safe online. We also make use of insights into online habits of children provided to us by Leicestershire County Council and contextual information to ensure that our curriculum is as broad and robust as possible.

### Here are some snapshots from the online safety questionnaire:

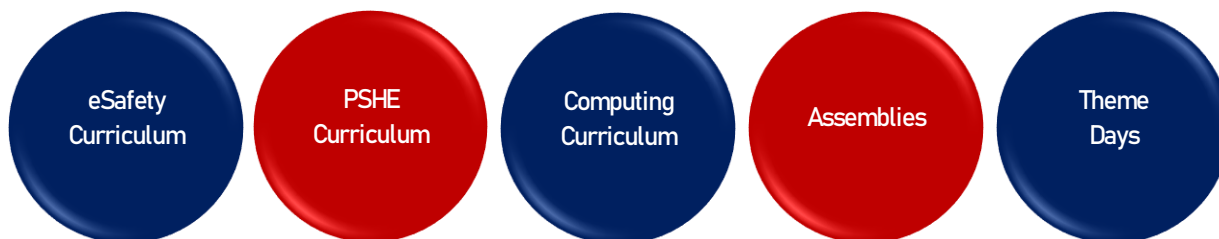


## **Implementation**

Each year group receives 12 - 14 Online Safety sessions each academic year that cover the following areas of online safety:

- Self-Image & Identity
- Online Relationships
- Online Reputation
- Online Bullying
- Managing Online Information
- Health, Wellbeing & Lifestyle
- Privacy & Security
- Copyright & Ownership

In addition to this, our PSHE and computing curricula incorporate learning about staying safe online and we also mark Safer Internet Day and Anti-Bullying Week annually. Where there are specific issues for the children at our school, these are addressed within lessons or year group assemblies.



## **Impact**

In order to demonstrate whether we have accomplished our aims, by the end of Year 6, children will be able to:

- Know what positive, healthy and respectful online relationships look like
- Understand the consequences of their online actions
- Evaluate what they see online
- Recognise techniques used for persuasive design
- Recognise unacceptable online behaviours
- Identify risks online and know what to do when facing them
- How to seek support with online issues
- Manage personal and sensitive information online
- Understand the impact of spending time online on their relationships as well as mental and physical health.

## Online Safety Sessions by Year Group

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Self-Image &amp; Identity</b>	1	1	1	1	1	1
<b>Online Relationships</b>	2	3	3	2	2	2
<b>Online Reputation</b>	1	1	1	1	1	1
<b>Online Bullying</b>	1	1	1	2	3	1
<b>Managing Online Information</b>	2	2	3	3	3	4
<b>Health, Wellbeing &amp; Lifestyle</b>	1	1	1	1	1	2
<b>Privacy &amp; Security</b>	2	2	1	2	1	2
<b>Copyright &amp; Ownership</b>	2	1	1	1	1	1

## Online Safety Progression Overview by Year Group/Strand

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Self-Image &amp; Identity</b>	<p>I can recognise online or offline that anyone can say 'no' – 'please stop' – 'I'll tell' to somebody who makes them feel uncomfortable or upset.</p>	<p>I can recognise that there may be people online who could make someone feel sad or upset.</p> <p>If something happens that makes me feel sad or uncomfortable I can give examples of who I can speak to and how they can help.</p>	<p>I can explain how other people may look and act differently online and offline.</p> <p>I can give examples of issues online that might make someone feel sad or uncomfortable and how they might get help.</p>	<p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how people can represent themselves in different ways online.</p> <p>I can explain ways in which someone might change their identity based on what they are doing online.</p>	<p>I can explain how my online identity can be different to my offline identity.</p> <p>I can describe positive ways for someone to interact with others online.</p> <p>I can explain that others online can pretend to be someone else and can suggest reasons why someone may do this.</p>	<p>I can explain how identity online can be copied, modified and altered.</p> <p>I can demonstrate how to make responsible choices about having an online identity depending on context.</p>	<p>I can identify and critically evaluate online content relating to protected characteristics.</p> <p>I can explain why it is important to challenge inappropriate representations online.</p> <p>I can describe issues online that could make anyone feel sad or uncomfortable.</p> <p>I can give examples of how to get help online and offline.</p> <p>I can explain the importance of asking until I get the help needed.</p>

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<b>Online Relationships</b>	<p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how I might communicate online with people I know.</p>	<p>I can give examples of when I should ask permission to do something online.</p> <p>I can use the internet with adult support to communicate with someone I know.</p> <p>I can explain why it is important to be considerate and kind online.</p> <p>I can explain why things one person finds funny or sad my not always be seen the same by others.</p>	<p>I can give examples of how someone might use technology to communicate with others they don't know offline and why this may be risky.</p> <p>I can explain who I should ask before sharing things online about myself or others.</p> <p>I can describe different ways to ask for or deny my permission online.</p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone.</p> <p>I can identify who can help me if something happens online without my consent.</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p>	<p>I can describe ways people who have similar interests can get along online.</p> <p>I can explain what it means to 'know someone' online and why this might be different to offline.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>I can explain the importance of getting and giving permission before sharing things online.</p> <p>I can explain why someone may change their mind about trusting someone if they feel nervous or uncomfortable.</p>	<p>I can describe strategies for safe and fun experiences in a range of online environments.</p> <p>I can give examples of how to be respectful online and describe how to recognise unhealthy online behaviours.</p> <p>I can explain how content shared online may feel unimportant to one person by may be important to other people's thoughts, feelings and beliefs.</p>	<p>I can give examples of technology-specific forms of communication (GIF, memes, emojis)</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 fault.</p> <p>I can describe some of the ways people involved in online communities can collaborate positively.</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>I can demonstrate how to support others who are having difficulties online.</p>	<p>I can explain how sharing something online may have an impact positively or negatively.</p> <p>I can describe how to be kind and show respect for others online. This includes respective boundaries around sharing.</p> <p>I can describe how things shared privately online can have unintended consequences for others (screenshotting)</p> <p>I can explain that taking or sharing inappropriate images can have an impact on that person and the sharer.</p>

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<b>Online Reputation</b>	I can identify ways that I can put information on the internet.	<p>I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online without asking an adult first.</p>	<p>I can explain how information put online can last for a long time.</p> <p>I can describe how anyone's information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent or is incorrect.</p>	<p>I can explain how to search for information about others online.</p> <p>I can give examples of that anyone may or not be willing to share about themselves online.</p> <p>I can explain that I need to be careful before sharing personal information.</p> <p>I can explain who someone can ask if they are unsure about what to share online.</p>	<p>I can describe how to find out about information about others by searching online.</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p>I can search for information about an individual online and summarise the information found.</p> <p>I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.</p>	<p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation including degrees of anonymity.</p>

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Online Bullying</b>	<p>I can describe ways that some people can be unkind online.</p> <p>I can offer example of how this can make others feel.</p>	<p>I can describe how to behave online in ways that do not upset others and can give examples.</p>	<p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame.</p> <p>I can talk about how anyone experiencing bullying can get the help they need.</p>	<p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p>	<p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe ways people can be bullied through a range of media.</p> <p>I can explain why people need to think carefully about the content they post and how this may affect others and their own reputation.</p>	<p>I can recognise online bullying can be different to bullying in the real world.</p> <p>I can describe how what one person perceives as playful can be harmful to others.</p> <p>I can explain how anyone can get help if they are being bullied online.</p> <p>I can identify a range of ways to report concerns at home and in school.</p> <p>I can explain how to block abusive users.</p> <p>I can name helpline services which can help people experiencing bullying.</p>	<p>I can describe how to capture bullying content as evidence and who to share this with to get help.</p> <p>I can explain how someone would report online bullying in different contexts.</p>

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<b>Managing Online Information</b>	<p>I can talk about how to use the internet as a way of finding information online.</p> <p>I can identify devices I could use to access information on the internet.</p>	<p>I can give simple examples of how to find information using digital technologies.</p> <p>I understand that we can encounter a range of things online including things we like and don't like as well as things that are real and made up.</p> <p>I know how to get help from a trusted adult if we see content that makes us feel uncomfortable.</p>	<p>I can use simple keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get information I need.</p> <p>I can explain what voice activated searching is and know it is not a real person.</p> <p>I can explain the difference between things that are made up and things that are real.</p> <p>I can explain why some information I find online may not be true.</p>	<p>I can demonstrate how to use key phrases in search engines.</p> <p>I can explain what autocomplete is and choose the best suggestion.</p> <p>I can explain how the internet can be used to buy and sell things.</p> <p>I can explain the difference between belief, opinion and fact.</p> <p>I can explain that not all opinions shared online may be accepted as true or fair by others.</p> <p>I can describe and demonstrate how to get help if we see content that makes us feel uncomfortable.</p>	<p>I can analyse information to make a judgement about probable accuracy on what I see online.</p> <p>I can describe how to search for information within a wide group of technologies.</p> <p>I can describe some of the methods used to encourage people to buy things online.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make them true.</p> <p>I can explain that technology can be used to act like or impersonate living things (bots).</p> <p>I can explain what is meant by fake news.</p>	<p>I can explain how some search engines can limit the information I can find.</p> <p>I can explain what is meant by 'being sceptical'.</p> <p>I can evaluate digital content.</p> <p>I can explain key concepts including: reviews, fact, opinion, reliability and evidence.</p> <p>I can identify ways the internet can draw us to different agendas.</p> <p>I can describe ways of identifying when online content has been sponsored or boosted.</p> <p>I can explain what is meant by 'stereotypes' and how these can be reinforced online.</p> <p>I can describe why fake news may affect someone's emotions and behaviour.</p> <p>I can explain what is meant by a hoax and why they can be harmful.</p>	<p>I can explain how search engines work and results are ranked.</p> <p>I can explain how to use search engines effectively.</p> <p>I can describe how some online information can be opinion.</p> <p>I can explain why some people may present opinions as facts.</p> <p>I can define the terms influence, manipulation and persuasion.</p> <p>I understand the concept of persuasive design.</p> <p>I can analyse the validity of 'facts' and information.</p> <p>I can explain how companies and news providers target people with online news stories.</p> <p>I can describe the difference between online misinformation and disinformation.</p> <p>I can explain why information that is on a large number of sites may still be false.</p> <p>I can identify, flag and report inappropriate content.</p>

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<b>Health, Wellbeing &amp; Lifestyle</b>	<p>I can identify rules that help keep us safe and healthy when using technology.</p> <p>I can give five examples of some of those rules.</p>	<p>I can explain rules to keep myself safe when using technology at home and beyond.</p>	<p>I can explain simple guidance for using technology in different environments and settings.</p> <p>I can say how those rules / guides can help anyone accessing online technologies.</p>	<p>I can explain why spending too much time using technology can have a negative impact on anyone. I can give examples of both positive and negative activities where it is easy to spend a lot of time engaged.</p> <p>I can explain why some online activities have age restrictions.</p> <p>I know who I can talk to if others pressure me to watch or do something online which makes me feel uncomfortable.</p>	<p>I can explain how using technology can be a distraction from other things in a positive and negative way.</p> <p>I can identify times or situations when someone may need to limit the amount of time they spend using technology.</p>	<p>I can describe ways technology can affect health and wellbeing both positively and negatively.</p> <p>I can describe some strategies to promote health and wellbeing with regards to technology.</p> <p>I can recognise the benefits and risks of accessing information about health and wellbeing online and how this should be balanced with talking to trusted adults and professionals.</p> <p>I can explain how and why some apps and games request payment and know the importance of seeking permission from a trusted adult.</p>	<p>I can describe common systems that regulate age-related content and describe their purpose.</p> <p>I recognise and can discuss the pressures technology can place on someone.</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged.</p> <p>I can assess and action different strategies to limit the impact of technology on health.</p>

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Privacy &amp; Security</b>	<p>I can identify some simple examples of my personal information.</p> <p>I can describe who would be trustworthy to share this information with and why they are trusted.</p>	<p>I can explain how passwords are used to protect information and accounts.</p> <p>I can recognise more detailed examples of information that is personal to someone.</p> <p>I can explain why it is important to always ask a trusted adult before sharing any information online.</p>	<p>I can explain how passwords can protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private'.</p> <p>I can describe and explain some rules for keeping information private.</p> <p>I can explain how some people may have their devices connected to the internet.</p>	<p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can give reasons why someone should only share information with people they choose they can trust.</p> <p>I can describe how connected devices can collect and share anyone's information with others.</p>	<p>I can describe strategies for keeping information private.</p> <p>I can explain that internet use is never fully private and is monitored.</p> <p>I can describe how some online services may seek consent to store information about me.</p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent.</p>	<p>I can explain what a strong password is and demonstrate how to create one.</p> <p>I can explain how many free apps or services may read or share private information with others.</p> <p>I can explain what app permissions are and can give some examples.</p>	<p>I can describe effective ways people can manage passwords.</p> <p>I can explain what to do if a password is shared or lost.</p> <p>I can describe how and why people should keep their apps up to date.</p> <p>I can describe simple ways to increase privacy on apps and services.</p> <p>I can describe ways in which some online content targets people to gain money or information.</p> <p>I know that online services have terms and conditions to govern their use.</p>

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Copyright &amp; Ownership</b>	<p>I know that work I create belongs to me.</p> <p>I can name my work to show others it belongs to me.</p>	<p>I can explain why work I create using technology belongs to me.</p> <p>I can say why it belongs to me.</p> <p>I can save my work under a suitable title or name.</p> <p>I understand that work created by others does not belong to me if I create a copy.</p>	<p>I can recognise that content on the internet may belong to others.</p> <p>I can describe why other people's work belongs to them.</p>	<p>I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this may cause.</p>	<p>When searching on the internet for content to use, I can explain why I need to consider who owns it and if I have permission to use it.</p> <p>I can give some examples of content which I must not use without permission from the owner.</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 and know how this content can be found online.</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>