Online Safety Curriculum – 2023-2024

Personal Development curriculum objectives

Computing curriculum objectives

	Term 1 Me and my Relationships	Term 2 Valuing Difference	Term 3 Keeping Safe	Term 4 Rights and Respect	Term 5 Being my Best	Term 6 Growing and Changing
EYFS			YR - Keeping Safe Online Share ideas about activities that are safe to do on electronic devices. What to do and who to talk to if they feel unsafe online.			
EYFS follow the Purple Mash Computing scheme of work – a summary of the key skills taught are outlined in appendix 1 below. This includes elements of learning about technology around us and safety a privacy.						
Year 1	Unit 1.1 'Online safety and exploring Purple Mash' 4 lessons To log in safely. To understand the importance of logging out. What is a password and why should we keep them safe?		Y1 - Sharing pictures - Jessie and friends Think U Know resources 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.			Unit 1.9 'Technology outside of school' 2 lessons To learn about messaging to communicate with people around the world and how technology allows us to do that.

| Year 2 | | Unit 2.2 'Online safety'
3 lessons

To have some knowledge and understanding about sharing more globally on the Internet.

To introduce Email as a communication tool using 2Respond simulations.

To understand how we should talk to others in an online situation.

To open and send simple online communications in the form of email.

To understand that information put online leaves a digital footprint or trail.

To identify the steps that can be taken to keep personal data and hardware secure. | | Y2 - Playing games - Think U Know resources

Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.

To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.

That sometimes people may behave differently online, including by pretending to be someone they are not.

Unit 2.5 'Effective searching'

To gain a better understanding of searching on the Internet. | | |
| Year 3 | Unit 3.2 'Online Safety'
3 lessons | | Y3 - Super Searcher

Evaluate the validity of | Unit 3.5 'email (including safety)
6 lessons | | Y3 - None of your business! |

	To know what makes a safe password. To learn methods for keeping passwords safe. To understand how the Internet can be used in effective communication. To consider the truth of the content of websites. To learn about the meaning of age restrictions symbols on digital media and devices.		statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online.	To think about different methods of communication. To open and respond to an email using an address book. To learn how to use email safely. What should I do if I receive an email that makes me upset? What can be attached to an email?		Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
Year 4	Unit 4.2 'Online safety' 4 lessons To understand how children can protect themselves from online identity theft. To understand that information put online leaves a digital footprint		Y4 Traffic Lights Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology. Y4 Picture Wise		Unit 4.7 'Effective searching' 3 lessons To locate information on the search results page. To use search effectively to find out information.	

	or trail and that this can aid identity theft. To identify the risks and benefits of installing software including apps. To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. To identify the positive and negative influences of technology on health. To understand the importance of balancing game and screen time with other parts of their lives		Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent.		To assess whether an information source is true and reliable.	
	Term 1 Me and My Relationships	**Term 2** Healthy Heroes (in place of Being my Best)	**Term 3** Keeping Safe	**Term 4** Rights and Responsibilities	**Term 5** Valuing Difference	**Term 6** Growing and Changing

| Year 5 | Y5 Communication -

Understand that online communication can be misinterpreted;

Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. | Unit 5.3 'Online safety'

3 lessons

To gain a greater understanding of the impact that sharing digital content can have.

To review sources of support when using technology and children's responsibility to one another in their online behaviour.

To know how to maintain secure passwords.

To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.

To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. | Y5 Spot Bullying -

Demonstrate strategies to deal with both face-to-face and online bullying;

Demonstrate strategies and skills for supporting others who are bullied;

Recognise and describe the difference between online and face-to-face bullying.

Y5 Play, like, share -

Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;

Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;

Know how to protect personal information online; | | Y5 - Is it true?

Understand that the information we see online, either text or images, is not always true or accurate;

Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;

Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. | |

		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. To ensure reliability through using different methods of communication	Recognise disrespectful behaviour online and know how to respond to it.			
	Term 1 Healthy Heroes (in place of 'Being my Best')	**Term 2** Valuing Difference	**Term 3** Keeping Safe	**Term 4** Rights and Responsibilities	**Term 5** Me and my Relationships	**Term 6** Growing and Changing
Year 6		Unit 6.3 'Online safety' 2 lessons To identify benefits and risks of mobile devices broadcasting the location of the user/device. To identify secure sites by looking for privacy seals of approval. To identify the benefits and risks of giving personal information.	Y6 To share or not to share? Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online. Y6 It's a puzzle –	Y6 Facebook Friends - Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives.		Y6 Pressure Online - Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.

		To review the meaning of a digital footprint. To have a clear idea of appropriate online behaviour. To begin to understand how information online can persist. To understand the importance of balancing game and screen time with other parts of their lives. To identify the positive and negative influences of technology on health and the environment.	Identify strategies for keeping personal information safe online; Describe safe and respectful behaviours when using communication technology. Y6 Think before you click! 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			

Other opportunities to teach Online Safety:

- Assemblies – 3 times per year on emerging online safety subjects and trends
- Anti-bullying Week – November
- Safer Internet Day – February
- NSPCC Speak Out, Stay Safe Programme – May

Appendix 1: EYFS Purple Mash scheme

Early Years (Reception)

Rather then a scheme with set lessons, the early years resources are designed to integrate into the day-to-day routine and set-up of an early years setting with opportunities for using Mini Mash or Purple Mash as part of the Early Years curriculum to support children in working towards early learning goals.

In addition, there are units of suggested ideas that focus on computing skills specifically, that can also be provided as opportunities for learning as part of the topics in other areas to give children a sound basis to explore topics using technology and to be ready for progressing through the Computing curriculum. These are as follows and are designed to be integrated and linked to wider early years curriculum areas. These have been loosely classified into the three streams but there is overlap between all three streams.

Mouse and Trackpad Skills	Keyboard Skills	Drawing skills	Robots	Sounds	Photography
Technology Around Us	Hardware	Safety and Privacy	Quizzes	Using Purple Mash with an Individual Login	