Woodfield Primary School

Online Safety Overview

Educated for a Connect World Framework progressive statements (2020) from UK Council for Internet Safety are used to support, pre-teach, recap elements of Online Safety at Woodfield Primary School.

"*The framework aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change. The objectives promote the development of safe and appropriate long term behaviours, and support educators in shaping the culture within their setting and beyond.*"

The 8 different strands of Online Safety:

1. Self-image and Identity

2. Online relationships

3. Online reputation

4. Online bullying

5. Managing online information

6. Health, wellbeing and lifestyle

7. Privacy and security

8. Copyright and ownership

These strands will be taught at the beginning of every Computing lesson as a 'bitesize' conversation to build on knowledge and understanding.

 Please see Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2 (linked to PSHE Units)	Summer 1	Summer 2
Year 1	Self-Image & Identity Online Relationships	Online Reputation Managing Online Information	Health, well-being &Lifestyle	**Online Bullying**	Privacy & Security	Copyright & Ownership
Year 2	Self-Image & Identity Online Relationships	Online Reputation Online Bullying	Health, well-being &Lifestyle	**Managing Online Information**	Privacy & Security	Copyright & Ownership
Year 3	Self-Image & Identity Online Reputation	Online Bullying Managing Online Information	Health, well-being &Lifestyle	**Online Relationships**	Privacy & Security	Copyright & Ownership
Year 4	Self-Image & Identity Online Reputation	Managing Online Information Online Relationships	Health, well-being &Lifestyle	**Online Bullying**	Privacy & Security	Copyright & Ownership
Year 5	Self-Image & Identity Online Reputation	Managing Online Information Health, well-being &Lifestyle	Online Bullying	**Online Relationships-Image Sharing**	Privacy & Security	Copyright & Ownership
Year 6	Self-Image & Identity Online Reputation	Managing Online Information Health, well-being &Lifestyle	Online Bullying	**Online Relationships-Making Friends Online**	Privacy & Security	Copyright & Ownership

Woodfield Primary School

Online Safety 1Descision (PSHE) Units Overview and Progression of Skills

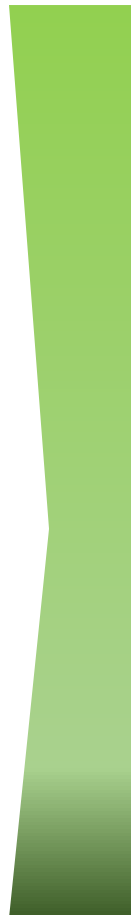| Key Stage 1 National Curriculum Objectives:	Key Stage 2 National Curriculum Objectives:
1.6 - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	2.7 - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Online Safety

Spring Term	
Year 1	Baseline Assessment Online Bullying
Year 2	Image Sharing Computer Safety Documentary
Year 3	Making Friends Online Summative Assessment
Year 4	Baseline Assessment Online Bullying
Year 5	Image Sharing Adult's and Children's Views
Year 6	Making Friends Online Summative Assessment

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online Safety	**Communication & Language** <mark>**Listening, Attention and Understanding ELG**</mark> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <mark>**Speaking ELG**</mark> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use	**Baseline Assessment** **Pupils Should know: --** the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. -how information and data is shared and used online. -how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. -that for most people the internet is an integral part of life and has many benefits. -about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. -how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. **Online Bullying** **Pupils should know:** -that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. -how to recognise who to trust and who not to trust,	**Image Sharing** **Pupils should know:** · how important friendships are in making us feel happy and secure, and how people choose and make friends. · the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. · that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. · the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. · practical steps they can take in a range of different contexts to improve or support respectful relationships. · the importance of permission-seeking and giving in relationships with friends, peers and adults. · that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. · how information and data is shared and used online. · what sorts of boundaries are appropriate in friendships	**Making Friends Online** **Pupils should know:** · that families are important for children growing up because they can give love, security and stability. · the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. · the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. · how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. · the 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that the internet can also be a negative place where online

of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. **Self-Regulation ELG** - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. **Managing Self ELG** - Explain the reasons for rules, know right from wrong and try to behave accordingly	how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. -the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. -practical steps they can take in a range of different contexts to improve or support respectful relationships. -that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show 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recognise and display respectful behaviour online and the importance of keeping personal information private. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. **Computer Safety Documentary** **Pupils should know:** • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or	• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • how to respond safely and appropriately to adults they may encounter (in all contexts, 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E-Safety Progression:

EYFS –

Children explore different digital devices around the classroom in a safe environment. They begin to understand which devices are more suitable for different purposes.

KS1 –

Y1/2 Systems & Networks 'Technology Around Us' –To create rules for using technology responsibly

Y1/2 Systems & Networks 'IT Around Us' –To explain how to use information technology safely & To recognise that choices are made when using information technology

Y1/2 Creating Media 'Digital Photography' –To recognise that photos can be changed

KS2 –

Y3/4 Computer Systems & Networks 'Connecting Computers' – Entire unit about how computers are connected and what this means with regards to sharing and working collaboratively.

Y3/4 Computer Systems & Networks 'The Internet' – Entire unit about how data/information is published on the internet using networks and websites. E-safety focus on identifying unreliable content.

Y3/4 Creating Media 'Photo Editing' –To explain that the composition of digital images can be changed.

Y5/6 Computer Systems & Networks 'Sharing Information' – Entire unit based on how searches are ranked and how to search specifically and safely for what you are looking for.

Y5/6 Computer Systems & Networks 'Communication' – Entire unit based on understanding how the internet can be used to share information and work collaboratively. Pupils evaluate different forms of online communication.

Extra

In addition to the computing curriculum coverage of E-safety principles, extra opportunities are provided for children to stay safe when using technology. Some examples include promoting Safer Internet Day in school, dedicated E-safety whole school assemblies, E-safety tips shared with parents via the school newsletter, E-safety workshops and digital leaders in school who promote E-safety.