

Online safety scheme of work

As part of the school's ongoing aim to ensure that children develop an attitude for ensuring that pupils remain safe online, each year group will have six lessons to deliver (one per half term) the key themes. The six themes are:

- 1. Developing online safety guidelines**
- 2. Privacy and passwords**
- 3. Responsibility for online actions**
- 4. Digital tattoos**
- 5. Digital citizenship**
- 6. Gaming and the online community**

Each term there will be an assembly linked to the key themes to keep the message prominent and clear. We will also ensure that we maintain parental involvement by inviting them to assembly on Safer Internet Day and giving them opportunity to come to workshops during parent evenings.

These lessons must be carried out in the correct half term so that the message is clear and in line with the key themes. When teaching each of these units, the routes for reporting and disclosing concerns **must** be taught as a high priority.

To support the teaching of Online Safety all lesson resources can be found in Staff Shared- Curriculum Areas- Online Safety- Online Safety SOW. There are also additional resources in the Online Safety folder. Should further support or guidance be required, please speak with Mr Berry or Mr Phipps.

1. Developing online safety guidelines

Year group	Lesson title	Online safety focus	Curriculum links
3	We are Year 3 rule writers Unit 3.1 of Rising stars- Start lesson by discussing online safety rules they had in Year 2.	<ul style="list-style-type: none"> • Previously encountered online safety rules • New strategies to apply to online safety scenarios • Review and edit online safety guidelines 	Computing: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
4	We are Year 4 rule writers Unit 4.1 of Rising Stars	<ul style="list-style-type: none"> • Previously encountered online safety rules • New strategies to apply to online safety scenarios • Review and edit online safety guidelines 	As above
5	We are Year 5 rule writers Unit 5.1 of Rising Stars	<ul style="list-style-type: none"> • Previously encountered online safety rules • New strategies to apply to online safety scenarios • Review and edit online safety guidelines 	As above
6	We are online safety ambassadors Unit 6.1 of Rising Stars	<ul style="list-style-type: none"> • Previously encountered online safety rules • New strategies to apply to online safety scenarios • Review and edit online safety guidelines 	As above

2. Privacy and passwords

Year group	Lesson title	Online safety focus	Curriculum links
3	Powerful passwords http://www.digital-literacy.org.uk/Curriculum-Overview/Year3/Year-3-Sol-(1).aspx	<ul style="list-style-type: none"> • Understand the function of passwords • Identify strategies for creating and protecting secure passwords • Create own password using lesson guidelines 	<p>English: composition</p> <p>Computing: reviewing, modifying and evaluating work as it progresses; review what others have done to help develop ideas.</p>
4	Private and Personal information http://www.digital-literacy.org.uk/Curriculum-Overview/Year4/Year-4-Sol-(1).aspx	<ul style="list-style-type: none"> • Understand the benefits but also the risks of sharing information online • Understand what information can put you at risk • Distinguish between personal and private information 	<p>PSHEE: Use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour.</p> <p>Computing: Bring together, draft and refine information, including through the combination of text, sound and image.</p>
5	Strong Passwords http://www.digital-literacy.org.uk/Curriculum-Overview/Year5/Year-5-Sol-(1).aspx	<ul style="list-style-type: none"> • Identify characteristics of strong passwords • Apply characteristics of strong passwords • Create secure passwords 	<p>Computing: use a range of ICT tools to present information in forms that are fit for purpose, meet audience needs and suit the content.</p> <p>English: develop ideas, themes, imagery, settings and/or characters when writing to imagine, explore and entertain.</p>
6	Privacy rules http://www.digital-literacy.org.uk/Curriculum-Overview/Year6/Year-6-Sol-(1).aspx	<ul style="list-style-type: none"> • Learn which information shouldn't be shared because it is private • Understand what kinds of websites have privacy policies, and why • Practise checking websites for privacy policies and seals of approval. 	<p>English: Identify the audience for and purpose of the writing. Create their own compositions using appropriate grammar and punctuation so that meaning is clear. Perform their own compositions, using appropriate meaning and intonation so that meaning is clear.</p> <p>Computing: Reviewing modifying and evaluating work as it progresses Review what they and others have done to help them to develop their ideas.</p>

3. Responsibility for online actions

Year group	Lesson title	Online safety focus	Curriculum links
3	We are digital friends Unit 3.2 of Rising Stars	<ul style="list-style-type: none"> • Begin to understand that information shared online cannot always be controlled • Develop a deeper understanding of the consequences of online bullying • Understand the role of a bystander in online bullying. 	<p>Computing: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>PSHEE: bullying; explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour.</p>
4	Power of words http://www.digital-literacy.org.uk/Curriculum-Overview/Year4/Year-4-SoL-(1).aspx	<ul style="list-style-type: none"> • Empathise with those that have received mean and hurtful messages • Judge what it means to cross the line from harmless to harmful communication online • Generate solutions for dealing with cyberbullying 	<p>Computing: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>PSHEE: bullying; explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour.</p>
5	We are responsible for our online actions Unit 5.2 of Rising Stars	<ul style="list-style-type: none"> • Recognise that online behaviour can have real life negative effects on others • Understand that we must take responsibility for our own actions • Critically assess all information surrounding an online safety scenario • Use their knowledge to reach a consensus on the appropriate response to an online incident. 	<p>Computing: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>PSHEE: bullying; explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour.</p>
6	We will not share inappropriate images Unit 6.2 of Rising Stars	<ul style="list-style-type: none"> • Understand the negative consequences of sharing a nude selfie • Develop confidence in saying no when they are posed with a request for inappropriate images • Understand that once an image is online it is 	<p>Computing: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>PSHEE: bullying; explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour.</p>

		<p>their forever</p> <ul style="list-style-type: none">• Understand that sharing and storing inappropriate images of Under-18s is a crime	
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4. Digital tattoos

Year group	Lesson title	Online safety focus	Curriculum links
3	We are aware of our digital footprint (tattoo) Unit 3.4 of Rising Stars	<ul style="list-style-type: none"> Understand that every time we use the internet we leave a digital trail that can be found, copied, shared and broadcast Understand that the things we upload onto the internet last forever. 	<p>Computing: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>PSHEE: explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour.</p>
4	We are aware that our online content lasts forever Unit 4.3 of Rising Stars	<ul style="list-style-type: none"> Understand that because of the internet, information can be spread more quickly and reach more people now that at any time in the past Understand that although information posted on the internet might not always be true or accurate, it lasts forever 	<p>Computing: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>PSHEE: explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour.</p>
5	We are protecting our online reputation Unit 5.4 of Rising Stars	<ul style="list-style-type: none"> Understand that posting inappropriate information can cause regret later Understand how to manage their online reputation Understand that, although information posted on the internet might not always be true or accurate, it can last forever Understand that it is possible to search the internet for information on particular individuals. 	<p>Computing: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>PSHEE: explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour.</p>
6	We are safe social networkers Unit 6.3 of Rising Stars	<ul style="list-style-type: none"> Understand that most online sites and apps require an account holder to be a minimum of 13 years old. Understand that they should check and adhere to the age 	<p>Computing: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>PSHEE: explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour.</p>

		<p>restrictions of a site or app</p> <ul style="list-style-type: none">• Understand why age restrictions apply to online communications tools• Develop resilience to online behaviour and influences in an unfamiliar setting• Learn how to use appropriate social networking sites safely.	
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5. Digital citizenship

Year group	Lesson title	Online safety focus	Curriculum links
3	My online community http://www.digital-literacy.org.uk/Curriculum-Overview/Year3/Year-3-Sol-(1).aspx	<ul style="list-style-type: none"> Consider what it means to go online and use the Internet. Compare and contrast how they are connected to different people and places, in person and on the Internet. Demonstrate an understanding of how people can connect on the Internet by drawing a map of their online community. 	<p>Computing- Exchanging & sharing information, to share their ideas by presenting information in a variety of forms [for example, text, images, tables, sounds].</p> <p>PSHEE- Relationships Preparing to play an active role as citizens that they belong to various groups and communities, such as family and school.</p>
4	We are respectful of digital rights and responsibilities Unit 4.5 of Rising Stars	<ul style="list-style-type: none"> Understand that both digital right and responsibilities are important to ensure the internet is a great place for everyone Understand that there are consequences for knowingly ignoring the rights Further develop a positive and responsible attitude towards technology and internet use. 	<p>Computing: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
	We are respectful of copyright Unit 5.5 of Rising Stars	<ul style="list-style-type: none"> Understand that copyright laws exist to protect original content creators Understand that content they choose to use or upload on the internet may be subject to copyright laws Further develop their understanding of rights and responsibilities as digital citizens. 	<p>Computing: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
6	Super Digital Citizen http://www.digital-literacy.org.uk/Curriculum-Overview/Year6/Year-6-Sol-(1).aspx	<ul style="list-style-type: none"> Compare and contrast their responsibilities to their offline and online communities. 	<p>Computing: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns</p>

	Overview/Year6/Year-6-SoL-(1).aspx	<ul style="list-style-type: none">• Reflect on the characteristics that make someone an upstanding citizen.• Devise resolutions to digital dilemmas.	about content and contact.
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6. Gaming and the online community

Year group	Lesson title	Online safety focus	Curriculum links
3	Who do we really know online? Unit 3.6 of Rising Stars	<ul style="list-style-type: none"> • Understand that the internet identities are actively constructed by the user • Recognise that internet identities can be misleading or not representative of creator • Recall that personal information should not be shared by anyone online who we don't know in real life. 	Computing: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
4	We are careful when talking to virtual friends Unit 4.6 of Rising Stars	<ul style="list-style-type: none"> • Understand that virtual friends are still strangers that they do not know • Apply their knowledge of online safety to decide what information they can share online • Recap rules for reporting suspicious or uncomfortable online situations 	Computing: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
5	We are game changers Unit 5.6 of Rising Stars	<ul style="list-style-type: none"> • Understand different business models for online games • Understand that accounts for devices are linked to real-life bank accounts • Understand that some features in online games and apps cost real money • Understand that research, parental controls and device settings are tools we can use to help us game confidently 	Computing: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
6	We are safe gaming experts Unit 6.6 of Rising Stars	<ul style="list-style-type: none"> • Understand the risks involved with online gaming, including exposure to inappropriate content, 	Computing: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

		<p>grooming, bullying, trolling and the use of bribery</p> <ul style="list-style-type: none">• Understand that research and parental controls and device settings are tools we can use to help use game safely and confidently• Apply their knowledge of safe gaming practices to plan and deliver an assembly to other children and/or parents• Consolidate everything they have learnt about online gaming in preparation for KS3.	
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