

Online safety needs to be more of a whole school approach and needs to be developed more deeply into every day learning.

In an ideal world it should be incorporated into all subjects where possible and in particular into jigsaw and relationships Education– with a view of how to stay safe in the modern world.

Children should be able to:

- Distinguish between fact and opinion online
- Understand freedom of speech online
- Understand role and responsibility of the media.
- Understand the risks children might face online
- Understand how to use technology safely, responsibly, respectfully and securely.
- Understand where to go for support.
- Understand how to stay safe online
- Understand how to behave online.
- Know how to display respectful behavior online.
- Understand what positive, healthy and respectful online relationships are.
- Understand how to make judgements about what they see online and not automatically assume what they see is true.
- Recognise the techniques that are often used to persuade or manipulate others.
- Recognise how to respond appropriately to strongly biased intent or malicious activity.
- Make informed decision online and about online content.
- Understand the consequences of actions online.
- Understand digital footprint.
- Understand where to look for support.
- Understand the dangers and benefits of sharing information online.

Year R	Year 1	Year 2	Year 3	Year 4	Term 5	Term 6
Password phishing -Understanding why passwords are important and how to keep them safe. Content -What a digital footprint is. Disinformation -Why individuals or groups choose to share false information i.e lying Personal data -Understand the rights children have with regard to their data, including particular protections for children under the GDPR, Persuasive design -Understand that many devices/apps/games are designed to keep users online for longer than they might have planned or desired. -Explain that the majority of games and platforms are businesses designed to make money. Their primary driver is to encourage users to be online for as long as possible to encourage them to spend money (sometimes by offering incentives and offers) or generate advertising revenue. -How designers use notification to pull users back online. Privacy Settings -Understand how to find information about privacy settings on various apps, site, devices and platforms. -Explain that privacy settings have limitations, for example they will not prevent someone posting something inappropriate. Challenges -Understand that it's ok to say no and not take part. -How and where to go for help if worried about a challenge.	Password phishing -Understanding why passwords are important, how to keep them safe and that other may try to trick you into revealing them. Content -knowing what happens to information, comments or images that are put online. Disinformation -Why individuals or groups choose to share false information. - being aware that misleading information can be share inadvertently. Personal data -Understand the rights children have with regard to their data, including particular protections for children under the GDPR, Persuasive design -Understand that many devices/apps/games are designed to keep users online for longer than they might have planned or desired. -Explain that the majority of games and platfomrs are businesses designed to make money. Their primary driver is to encourage users to be online for as long as possible to encourage them to spend money (sometimes by offering incentives and offers) or generate advertising revenue. -How designers use notification to pull users back online. Privacy Settings -Understand how to find information about privacy settings on various apps, site, devices and platforms. -Explain that privacy settings have limitations, for example they will not prevent someone	Age restriction -Understand why age restrictions exist. For example they provide a warning that a site may contain disturbing material that is unsuitable for younger viewers. - understand why age restriction is important and what it means in practice. Password phishing -Understanding why passwords are important, how to keep them safe and that other may try to trick you into revealing them. Content -knowing what happens to information, comments or images that are put online. Disinformation -Why individuals or groups choose to share false information. - being aware that misleading information can be share inadvertently. Personal data -Understand the rights children have with regard to their data, including particular protections for children under the GDPR. -Understand how pupils can protect themselves, including what to do if something goes wrong(for example data being hacked) and that acting quickly is essential. Persuasive design -Understand that many devices/apps/games are designed to keep users online for longer than they might have planned or desired. -Explain that the majority of games and platforms are businesses designed to make money. Their primary driver is	Age restriction - Understand why age restrictions exist. For example they provide a warning that a site may contain disturbing material that is unsuitable for younger viewers. - Understand how this content can be damaging to under-age consumers. - understand why age restriction is important and what it means in practice. -Understand the age of digital consent (minimum of 13) at which young people can agree to share information and sign up to social media without parental consent under GDPR. - To understand why it is important and what it means in practice. Password phishing -Understanding why passwords are important, how to keep them safe and that other may try to trick you into revealing them. Content -knowing what happens to information, comments or images that are put online. Disinformation understand that online hoaxes can be deliberately and inadvertently spread for a variety of reasons. -Understand that it is important to evaluate what is seen online. -understand how to measure and check authenticity online. Fake website and scam emails -Understand how to look out for fake news, URLs and websites. -Ensure that pupils understand what secure markings on	Age restriction - Understand why age restrictions exist. For example they provide a warning that a site may contain disturbing material that is unsuitable for younger viewers. - Understand how this content can be damaging to under-age consumers. -Understand the age of digital consent (minimum of 13) at which young people can agree to share information and sign up to social media without parental consent under GDPR. - To understand why it is important and what it means in practice. Password phishing -Understanding why passwords are important, how to keep them safe and that other may try to trick you into revealing them. Content -knowing what happens to information, comments or images that are put online. -understand how cookies work. -Understand how content can be shared, tagged and traced. -Understand how difficult it is to remove something a use wishes they had not shared. Disinformation understand that online hoaxes can be deliberately and inadvertently spread for a variety of reasons. -Understand that it is important to evaluate what is seen online. -understand how to measure and check authenticity online.	Age restriction -Understand that age verification exists and why some site require it. (For example online gambling and purchasing of certain age restricted material or watching age restricted programs) -Understand the age of digital consent (minimum of 13) at which young people can agree to share information and sign up to social media without parental consent under GDPR. - To understand why it is important and what it means in practice. Password phishing -Understand the importance of online security. - What to do when a password is compromised. Content -knowing what happens to information, comments or images that are put online. -understand how cookies work. -Understand how content can be shared, tagged and traced. -Understand how difficult it is to remove something a use wishes they had not shared. Disinformation -Understand the potential consequences of sharing information that may not be true. Fake website and scam emails -Understand how fake websites and scam emails are used to extort data, money, images and other things that can either be used by the scammer to harm the person targeted or sold on for financial, or other gain.	Age restriction -Understand that age verification exists and why some site require it. (For example online gambling and purchasing of certain age restricted material or watching age restricted programs) -Understand the age of digital consent (minimum of 13) at which young people can agree to share information and sign up to social media without parental consent under GDPR. - To understand why it is important and what it means in practice. Password phishing -How to recognize phishing scams. - Understand the importance of online security. Key logging - What to do when a password is compromised. Content -knowing what happens to information, comments or images that are put online. -understand how cookies work. -Understand how content can be shared, tagged and traced. -Understand how difficult it is to remove something a use wishes they had not shared. Disinformation -Understand what is illegal online including copyright, possession of explicit images of a child. Disinformation -Understand the potential consequences of sharing information that may not be true.. Fake website and scam emails -Understand how fake websites and scam emails are used to extort data, money, images and

-understand the importance of telling an adult about challenges which include threat or secrecy. Live streaming -understand online behaviours should mirror offline behaviors and considering any live stream in that context. Pupils shouldn't feel pressured to do something online that they wouldn't do offline. Consider why in some cases people will do and say things online that they would never consider appropriate offline. Unsafe communication Explain about consent online and supporting pupils to develop strategies to confidently say 'no' to both friends and stranger online. Impact on quality of life -helping pupils evaluate critically what they are doing online, why they are doing it and for how long. This could include reference to technologies that help them to manage their time online, monitoring usage of different apps. -helping pupils to consider quality vs quantity of online activity - Explain that pupils need to consider if they are actually enjoying being online or just doing it out of habit, -Helping pupils to understand that time spent online gives users less time to do activities. This can lead to some users becoming physically inactive. -Exploring the impact that excessive social media usage can have on levels of anxiety, depressions and other mental health issues. Online vs offline behaviours	posting something inappropriate. Abuse -being clear what good online behaviors do and don't look like. Challenges -Understand that it's ok to say no and not take part. -How and where to go for help if worried about a challenge. -understand the importance of telling an adult about challenges which include threat or secrecy. Fake profiles Explain that in some cases profiles may be people posing as someone they aren't or may be bots. Grooming -understand boundaries in friendships with peers and also in families and with others. Live streaming Explain the risks of carrying out live streaming. These include the potential for people to record live streams without the user knowing and content being shared without the user's knowledge or consent. As such pupils should think carefully about who the audience might be and if they would be comfortable with whatever they are streaming being shared widely. -understand online behaviours should mirror offline behaviors and considering any live stream in that context. Pupils shouldn't feel pressured to do something online that they wouldn't do offline. Consider why in some cases people will do and say things online that they would never consider appropriate offline. 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For example data being resold for targeted marketing by email/text (spam). -Understand how pupils can protect themselves, including what to do if something goes wrong. - Understand how to limit the data companies can gather including paying particular attention to boxes they tick when playing a game or accessing an app for the first time. Persuasive design -Understand that many devices/apps/games are designed to keep users online for longer than they might have planned or desired. -Explain that the majority of games and platforms are businesses designed to make money. Their primary driver is to encourage users to be online for as long as possible to encourage them to spend money (sometimes by offering incentives and offers) or generate advertising revenue. -How designers use notification to pull users back online. 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Fraud -What identify fraud, scams and phishing are. -What good companies will and won't do when it comes to personal details, for example a bank will never ask you to share a password or move money into a new account. Personal data -Understand how cookies work. -Understand how data is farmed from sources which look neutral. - Understand their rights according to GDPR Persuasive design -Understand that many devices/apps/games are designed to keep users online for longer than they might have planned or desired. -Explain that the majority of games and platforms are businesses designed to make money. Their primary driver is to encourage users to be online for as long as possible to encourage them to spend money (sometimes by offering incentives and offers) or generate advertising revenue. -How designers use notification to pull users back online. 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-Discuss how and why people are unkind or hurtful online, when they would not necessarily be unkind to someone face to face.	Explain about consent online and supporting pupils to develop strategies to confidently say 'no' to both friends and stranger online -Explain that communicating safely online and protecting your privacy and date is important regardless of who you are communicating with. Impact on confidence -Explore the use of image filters and digital enhancement Impact on quality of life -helping pupils evaluate critically what they are doing online, why they are doing it and for how long. This could include reference to technologies that help them to manage their time online, monitoring usage of different apps. -helping pupils to consider quality vs quantity of online activity - Explain that pupils need to consider if they are actually enjoying being online or just doing it out of habit -Helping pupils to understand that time spent online gives users less time to do activities. This can lead to some users becoming physically inactive. -Exploring the impact that excessive social media usage can have on levels of anxiety, depressions and other mental health issues. Online vs offline behaviours -Discuss how and why people are unkind or hurtful online, when they would not necessarily be unkind to someone face to face.	comfortable with whatever they are streaming being shared widely. -understand online behaviours should mirror offline behaviors and considering any live stream in that context. 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Abuse -being clear what good online behaviors do and don't look like. -Explain about the types of online abuse including sexual, harassment, bullying, trolling and intimidation. Challenges -Understand that it's ok to say no and not take part. -How and where to go for help if worried about a challenge. -understand the importance of telling an adult about challenges which include threat or secrecy. -How to assess if the challenge is safe or potentially harmful, including considering who has generated who has generated the challenge and why. Content which incites -Ensure pupils know that online content (sometimes gang related) can glamorize the possession of weapons and drugs. -Ensuring pupils know how and where to get help if worried about involvement in violence. Fake profiles -Understand how to look out for fake profiles	incentives and offers) or generate advertising revenue. -How designers use notification to pull users back online. 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Abuse -Explanation of when online abuse can cross a line and become illegal, such as forms of hate crime and blackmail. - How to respond to online abuse including how to access help and support. -Understand how to respond when the abuse is anonymous. -Discuss the potential implications of online abuse, including implications for victims. Challenges Explain what an online challenge is and that while some will be fun and harmless , others may be dangerous and or even illegal Content which incites -Explain that to intentionally encourage or assist an offence is also a criminal offence. Fake profiles -Understand how to look out for fake profiles Profiles that don't look right Accounts with no followers or thousands of followers A public figure who doesn't have a verified account. Grooming -Understand the key indicators of grooming behavior.	settings on various apps, site, devices and platforms. -Explain that privacy settings have limitations, for example they will not prevent someone posting something inappropriate. Targeting of online content -Understand how targeting is done, for example software which monitors online behavior (sites they have visited in the past, people who they are friends with etc.) to target adverts thought to be relevant to the individual user. -Understand the concept of clickbait and how companies can use it to draw people onto their site and services. Abuse -Explanation of when online abuse can cross a line and become illegal, such as forms of hate crime and blackmail. - How to respond to online abuse including how to access help and support. -Understand how to respond when the abuse is anonymous. -Discuss the potential implications of online abuse, including implications for victims. 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Unsafe communication Explain about consent online and supporting pupils to develop strategies to confidently say 'no' to both friends and stranger online -Identify indicators or risk and unsafe communications -Identifying risks associated with giving out addresses, phone numbers or emails addresses to people you do not know or arranging to meet someone you have not met before. Impact on confidence -Looking at phot manipulation including discussions about why people do it and how to look out for it, Impact on quality of life -helping pupils evaluate critically what they are doing online, why they are doing it and for how long. This could include reference to technologies that help them to manage their time online, monitoring usage of different apps. -helping pupils to consider quality vs quantity of online activity	-Ensuring pupils know how and where to get help if worried about involvement in violence. 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Impact on confidence -explore the role of social media influencers, including that they are paid to influence the behavior of their followers. Impact on quality of life -helping pupils evaluate critically what they are doing online, why they are doing it and for how long. This could include reference to	Explain the importance of disengaging from contact with suspected grooming and telling a trusted adult. -know how and where to report it both in school, for safeguarding and personal support, and to the polic. Where there are concerns about sexual abuse and exploitation these can also be reported to Click CEOP Live Streaming Explain the risk of grooming Unsafe communication Explain about consent online and supporting pupils to develop strategies to confidently say 'no' to both friends and stranger online -Identify indicators or risk and unsafe communications -Identifying risks associated with giving out addresses, phone numbers or emails addresses to people you do not know or arranging to meet someone you have not met before. Impact on confidence -explore the role of social media influencers, including that they are paid to influence the behavior of their followers. Impact on quality of life -helping pupils evaluate critically what they are doing online, why they are doing it and for how long. 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