

Internet Safety Curriculum Overview

Internet Safety is taught through Computing lessons and during discrete PSHE sessions. The grid below shows the links to objectives in the Education for a Connected World document.

Children also take part in annual Internet Safety day, which has a different focus each year.

Key: Objectives covered through computing Objectives covered through PSHE

Statutory Computing National Curriculum Objectives:

- N.C KS1 Computing -To 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.
- N.C KS2 Computing - To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Statutory PSHE/RHE Curriculum Objectives:

Online relationships

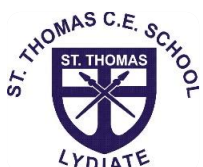
- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being Safe

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

Mental Well-being

- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Internet safety and harms
- 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.
- Why social media, some computer games and online gaming, for example, are age restricted.
- 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.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.



Jesus said, 'Come follow me, live your lives the way God wants you to.'



Reception	Autumn 2 -Computer Systems and networks – – What is a computer? Health, well-being and lifestyle • I can identify rules that help keep us safe and healthy in and beyond the home when using technology • I can give some simple examples
Year One	Autumn 1 - Computer Systems and networks – Technology around us: Health, well-being and lifestyle • I can identify rules that help keep us safe and healthy in and beyond the home when using technology • I can give some simple examples Copyright and ownership • I know that the work I create belongs to me • I can name my work so that others know it belongs to me Autumn 2 Internet safety and Harms and Online Relationships: • OR2. 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. • OR3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • H12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. Too much selfie isn't healthy unit: Lesson 6 Spring 2 - Data and information - Grouping data: Copyright and ownership • I know that work I create belongs to me • I can name my work so that others know it belongs to me
Year Two	Autumn 1 - Computer systems and networks- IT around us: Health, well-being and lifestyle • I can identify rules that help keep us safe and healthy in and beyond the home when using technology. • I can give some simple examples. Autumn 2 Internet safety and Harms and Online Relationships: • OR2. 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. • OR3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • OR5. How information and data is shared and used online. • ISH7. Where and how to report concerns and get support with issues online. • H12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety • H14. About the ways that pupils can help the people who look after them to more easily protect them

	• H15. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets Too much selfie isn't healthy unit: Lesson 6 Spring 2 - Data and information – Pictograms: Self-image and identity • I can recognise that I can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset • I can explain how this could be either in real life or online • If something happens that makes me feel sad, worried, uncomfortable, or frightened I can give examples of when and how to speak to an adult I can trust Health, wellbeing and lifestyle • I can identify rules that help keep us safe and healthy in and beyond the home when using technology • I can give some simple examples Privacy and security • I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) • I can describe the people I can trust and can share this with; I can explain why I can trust them • I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school)
Year Three	Autumn 2 -Creating Media – Animation: Managing online information • I can use key phrases in search engines. • I can use search technologies effectively. Copyright and ownership • I can explain why copying someone else's work from the internet without permission can cause problems. • I can give examples of what those problems might be. • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. • I can give examples of content that is permitted to be reused. • I can demonstrate the use of search tools to find and access online content which can be reused by others. Autumn 2 Online Relationships: • OR3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • OR5. How information and data is shared and used online. • H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Too much selfie isn't healthy unit: Lesson 6 Spring 2 Online Relationships:

	• OR1. That people sometimes behave differently online, including by pretending to be someone they are not. • ISH6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Fake is a mistake: Lesson 2
Year Four	Autumn 1 – Computer Systems and Networks – The Internet: Copyright and ownership • I can explain why copying someone else's work from the internet without permission can cause problems • I can give examples of what those problems might be
	Autumn 2 - Creating Media – Audio editing: Copyright and ownership • I can explain why copying someone else's work from the internet without permission can cause problems • I can give examples of what those problems might be • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it
	Autumn 2- Internet safety • ISH2. 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. • ISH7. Where and how to report concerns and get support with issues online. • H24. The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) Too much selfie isn't healthy: Lesson 6
	Spring 1- Internet safety • RR 1. The importance of permission seeking and giving in relationships with friends, peers and adults • Being Safe 1. what sort of boundaries are appropriate in friendships with peers and others (including in a digital context) • R21. To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy Don't rub it in, rub it out: Lesson 5 • ISH1. That for most people the internet is an integral part of life and has many benefits • ISH 5. 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 social health • ISH 7. Where and how to report concerns and get support with issues online • R18. How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) Don't rub it in, rub it out: Lesson 6
	Spring 2 - Creating Media – Photo editing: Self-image and identity • I can describe ways in which people might make themselves look different online. Copyright and ownership

	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.
Year Five	Autumn 1 -Computer Systems and networks – Sharing Information: Copyright and ownership - I can assess and justify when it is acceptable to use the work of others - I can give examples of content that is permitted to be reused Autumn 1 Internet safety and Harms and Online Relationships: RR1. 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. BS4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Get Heartsmart Into Unit: Lesson 2 CF2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing RR1. 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 and experiences and support with problems and difficulties. Get Heartsmart Into Unit: Lesson 3 (Reputation) Internet safety and Harms: ISH2. 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. ISH4. Why social media, some computer games and online gaming, for example, are age restricted. H2. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' Get Heartsmart Into Unit: Lesson 4 Autumn 2 - Creating Media – Video editing: Self-image and Identity - I can explain how I can represent myself in different ways online - Knowing this, I can describe the right decisions about how I interact with others and how others perceive me Online relationships - I can recognise some ways in which the internet can be used to communicate - I can give examples of how to be respectful to others online Online reputation - I can search for information about an individual online and create a summary report of the information I find - I can explain ways that some of the information about me online could have been created, copied, or shared by others Managing online information - I can evaluate digital content (and can explain how I make choices from search results)

	Autumn 2 Internet safety and Harms and Online Relationships: • OR1. That people sometimes behave differently online, including by pretending to be someone they are not. • OR4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • ISH3. 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. • H25. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. Too much selfie isn't healthy unit: Lesson 6 Spring 2 Internet safety and Harms and Online Relationships: • OR1. That people sometimes behave differently online, including by pretending to be someone they are not. • OR4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • ISH6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves • L17. To explore and critique how the media present information • L18. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others Fake is a mistake unit: Lesson 2
Year Six	Autumn 1 -Computer Systems and networks - Communication: Managing online information • I can describe and assess the benefits and the potential risks of sharing information online. • I can use various additional tools to refine my searches (e.g. search filters: size, type, usage rights etc.). • I can explain how to use search effectively and use examples from my own practice to illustrate this. • I can explain how search engine rankings are returned and can explain how they can be influenced (e.g. commerce, sponsored results).

	Autumn 2 - Creating Media – Webpage creation: Online relationships • I can use the internet with adult support to communicate with people I know. (EY-7) Managing information online • I can navigate online content, websites, or social media feeds using more sophisticated tools to get to the information I want (e.g. menus, sitemaps, breadcrumb-trails, site search functions). (11-14) Copyright and ownership • I can explain why copying someone else's work from the internet without permission can cause problems. • I can give examples of what those problems might be. • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. • I can give some simple examples. • I can assess and justify when it is acceptable to use the work of others. • I can give examples of content that is permitted to be reused. • I can demonstrate the use of search tools to find and access online content which can be reused by others. • I can demonstrate how to make references to and acknowledge sources I have used from the internet.
	Spring 1 Online Relationships: • RR2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. • OR1. That people sometimes behave differently online, including by pretending to be someone they are not. Don't rub it in, rub it out Lesson 4 • RR6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • MW8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) Don't rub it in Rub it out Lesson 6
	Spring 2- Data and information – Spreadsheets: Managing information online • I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites) • I can use different search technologies • I can evaluate digital content and can explain how I make choices from search results
	Spring 2 Internet safety and Harms and Online Relationships:

- **BS1.** What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- **RR2.** Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- **R3.** To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
- **R10.** To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
- **R18.** How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

Fake is a mistake unit: Lesson 4

Internet safety and harms 6.

- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted

Fake is a mistake unit: Lesson 5

Summer 2

Online Relationships:

(4a,4b,4c,4d,4e)

- To explore positive and negative ways of communicating in a relationship
- To have considered when it is appropriate to share personal/private information in a relationship
- To know how and where to get support if an online relationship goes wrong

Christopher Winter's Scheme: Lesson 4