Abbey Park Primary School

Belonging, Achieving, Thriving

Online Safety Overview

	Self-Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Wellbeing and Lifestyle	Copyright and Ownership
EYFS Pre-School	This is me topic	Digiducks' famous Friend (meeting a friend online)		Digiduck's Big Decision (being a good friend online)		Digiduck and the Magic Castle (only watch appropriate games/videos	
EYFS Reception	My Identify – 'My Imagination' Topic, who am I? What are my interests? Focus on our feelings and identity. # Children will learn about our bodies, health and will also be exposed to what is appropriate through the Pantosaurus, Talk PANTS.	Traditional Tales - Stranger Danger, making good choices and only talking to family and friends. Discussion around trusted adults and who we can talk to if something is worrying us.	Heros – crime scenes. How the media perceives or portrays our self-image. Newspaper and Wanted posters used as an example.	Traditional Tales – making good choices online Troll Stinks Chicken Clicking Stories		Heros – People who Help Us Wellbeing and lifestyle choices, visits from The Dentist, The Police and The Doctor/Nurse	

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Year 1	What is the same/different about us? Understanding that there may be people online who might make someone feel sad, upset or embarrassed. What to do if someone makes me feel sad, worried, frightened online. Who are our trusted people?	Get permission from a trusted adult before using online devices. Get your trusted adults to check it is safe online – that they know what you are going on. Get trusted adult support when communicating with people online – do it with them and if something makes you feel uncomfortable to tell and show your trusted adult.	Understand that information that is put online stays there for everyone to see. Need to check everything with your trusted adult first.	Linked how we should behave in school and home to how we should behave online. Talked through what to do if someone isn't being kind online – tell your trusted adults. Talked through expected behaviours – kindness.	Discussed how the internet is a fantastic resource for finding out information but also explained that somethings on there are not correct and sometimes people don't use it correctly. Discussed that we should be with a trusted adult when searching for online information to make sure we are viewing safe, correct things.	What helps us stay healthy? How to stay safe online Who to tell if worried or sad about something online – trusted adults.	Understanding that work or artwork created by others either on paper or online does not belong to us but to them. How to make sure it stays as ours by saving it with our name on or writing our name on it.

Year 2	I can explain how other people may look and act differently online and offline. How can you change your appearance online?	I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. Do friends sometimes ask you to do things which you might not like to do? What kinds of things might you be asked to do online or using technology which you might not like to do? How could you say 'no'? Are there ways to say 'no' politely? Who is your trusted adult? Who can you ask if you are unsure about anything?	I can explain how information put online about someone can last for a long time. How long do you think information stays online for? Can people share information about me without my knowledge? Ask how children would feel about having their pictures or photos shared on social media without giving their permission.	I can explain what bullying is, how people may bully others and how bullying can make someone feel. What is the difference between bullying and light teasing? What are the differences between bullying online and offline? Ask learners to consider the first three emotions they associate with online bullying. Take suggestions and discuss any similarity between answers.	I can use simple keywords in search engines. What is a website? What is a webpage? What are keywords and why are they important when searching online?	I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. What happens to you when you've used technology for too long? Rules that you have at home/ school (or your ideas for rules) when using technology. Why do you think having that rule in place is important?	I can recognise that content on the internet may belong to other people. Describe why content on the internet may belong to others. How do you show someone that your work belongs to you? If someone's work isn't named, can you claim it as yours? Why/why not? If I made a copy of your work, would it now be my work? Explain that, although it is not always clear who owns online content, everything is owned by someone (either to an individual or a company) and can only be

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							reused/copied with their permission.
Year 3	I can explain what is meant by the term 'identity' I can explain how people can represent themselves in different ways online	I can describe ways people who have similar likes and interests can get on together online I can explain what it means to 'know someone' online and why this might be different from knowing someone offline	I can explain how to search for information about others online	I can describe appropriate ways to behave towards other people online and why this is important I can give examples of how bullying behaviour could appear online and how someone can get support	I can describe how we can get help from an adult if we see content that makes us feel sad, worried or frightened. Not all opinions shared may be accepted as true or fair by others	Why spending so much time on technology can have a negative impact I can explain why some online activities have age restrictions and why it's important to follow them.	

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Year 4	I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.	I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.	I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.	

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Year 5	Photography Unit Why is it important to ask permission before taking or sharing a photograph? What makes up a person's identity? How can friends communicate safely?	Introductory lesson – AUP How do we keep ourselves safe online? How will we use the internet safely while in school? Scratch unit Who do I play games with online? Why is it important to know the people I am talking to online? RM – Online Gaming and Addiction assembly. How do I know when I am gaming too much?	Copywrite and online data sharing lesson Why is it important to take care when sharing information online?	Safe use of email unit What should I do if somebody sends an inappropriate or malicious email or text? SkillZone visit How do we keep ourselves safe online?	Safe use of email unit Why is it important not to share personal information online? Introduction to Scratch lesson Is it safe to use personal details when signing up to a website?	What decisions can people make with money? How can we help in an accident or emergency? How can drugs common to everyday life affect health?	Copywrite and online data sharing lesson What imaged can I use from the internet? What does copywrite mean? Touch typing unit – keeping your information safe

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Year 6	Internet skills unit Why is it important to ask permission before taking or sharing a photograph? Why do I need to search the internet safely and effectively? Why do I need to let an adult know if I see something that makes me feel uncomfortable?	How do we keep ourselves safe online? How will we use the internet safely while in school? Scratch unit Who do I play games with online? Why is it important to know the people I am talking to online? Online Gaming and Addiction assembly How do I know when I am gaming too much?	Copywrite and online data sharing lesson Why is it important to take care when sharing information online?	Internet skills unit What should I do if somebody sends an inappropriate or malicious email or text? relationships unit What should I do if I receive unkind messages online? SkillZone visit How do we keep ourselves safe online?	Internet skills unit Why is it important not to share personal information online? Introduction to Scratch lesson Is it safe to use personal details when signing up to a website?	Health and wellbeing unit Why is it important to be both physically and mentally healthy?	Copywrite and online data sharing lesson What imaged can I use from the internet? What does copywrite mean? Website design unit Who owns the right to a website?

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Year 7	How can we stay positive, resilient and safe online?	Online Gaming and Addiction assembly How do I know when I am gaming too much? 'I can explain the importance of having a choice and giving others a choice online' 'I can explain how and why people who communicate with others through online platforms may try to influence others negatively and I can give examples'	'Chloe's Profile' (fake fb front page) Online Safety topic 'I can describe and access the benefits and the potential risks of sharing information online	'Digital compass' Moral compass online. Online Safety lesson 'I can explain why anyone experiencing online abuse is never to blame and that to suggest they are is wrong' SkillZone visit How do we keep ourselves safe online?	'Digital compass' Online Safety lesson 2 'Bulletin board' Once a picture is posted it stays there. video Online Safety lesson 3	How can we keep ourselves healthy? What will change as we become more independent? How do friendships change as we grow?	