

Online Safety

Whole School Curriculum Overview

Online safety is taught seamlessly throughout the school: RRSA assemblies, anti-bullying week, online expectations whilst using devices, SENSO for monitoring the appropriate and safe use of the internet within school, parent workshops/resource packs, expert visitors and local PCSO's delivering pupil workshops, helpful links and guidance on our school website and much more. Online safety is also at the forefront of every Computing lesson: there is a starter question linked to online safety for the children to discuss and for the teacher to explain and subsequently unpick any misconceptions. These starter questions are age-appropriate and progressive and, should the children have any worries or concerns inside or outside of the classroom, there are online safety ambassadors in each class to offer peer support and guidance.

The framework used to inform these starters is the 'Education for a Connected World – 2020' and it sections online safety into eight key areas: Self-image and Identity; Online Relationships; Online Reputation; Online Bullying (Cyberbullying); Managing Online Information; Health, Well-Being and Lifestyle; Privacy and Security; and Copyright and Ownership. Within each category, there are progressive statements (ranging from 4-11 years old) and in every term, at least one online safety starter question will be related to one of the eight sub-categories of Online Safety, as per the framework. The final week of each term offers online scenarios to apply this knowledge to. The framework also acts as the school's guide to specific whole school activities and events, such as Safer Internet Day and our start of Year online safety lesson. The work produced, alongside useful tips, can be found on our 'Online Safety' display board in the dining hall.

Online safety is also taught explicitly in a range of subject areas but predominantly within our Computing and PSHE curriculums. This is mapped out below for each year group. The detailed lesson plans can be found in their subsequent folders and they collectively include: how to use technology safely, responsibly, respectfully and securely, as well as advising the children where they can go and/or whom they can speak to should they have any concerns about content or contact on online technologies. Online safety is promoted within our British Values which are frequently discussed in our phase assemblies and RRSA assemblies.

Ultimately, Online Safety at Green Ridge is taught, age-appropriately, as a school-wide approach and is covered in both targeted, stand-alone lessons and in existing lessons as part of our curriculum. There is a clear ethos and culture at Green Ridge regarding the safe and responsible use of online technologies and we also aim to offer as much support to parents, carers and governors by offering workshops, resources packs and useful website links.

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Year Group: One	Term					
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p style="text-align: center;">Computing Curriculum (also refer to Online Safety Grid in folder)</p>	<p><i>Hardware Explorers:</i></p> <ul style="list-style-type: none"> ➤ Recognising and starting to use digital devices safely ➤ Following rules with devices ➤ Understanding why we use passwords 		<p><i>Digital Art:</i></p> <ul style="list-style-type: none"> ➤ Recognising what is your own work and what isn't 			<p><i>Internet Explorers:</i></p> <ul style="list-style-type: none"> ➤ Understanding rules for staying safe online ➤ Understand what personal information is ➤ Know how to keep personal information safe ➤ Importance of being kind online ➤ What is SMART? ➤ Use a search engine safely
<p style="text-align: center;">PSHE Curriculum <i>Explicit Online Safety Links</i></p>	<p><i>My Family and Me:</i></p> <ul style="list-style-type: none"> ➤ Knowing who to tell when having a worry – <i>applied to online</i> 		<p><i>Citizenship:</i></p> <ul style="list-style-type: none"> ➤ Understanding rules ➤ Celebrating differences ➤ Showing resilience ➤ Recognising behaviours - positive and negative 		<p><i>Safe Me:</i></p> <ul style="list-style-type: none"> ➤ Understanding what it means to be safe ➤ Knowing how to share my views respectfully ➤ Knowing who to talk to when something upsets you ➤ Know some different ways to ask for support 	
<p style="text-align: center;">Online Safety Starters</p>	<ul style="list-style-type: none"> ➤ Self-image and identity ➤ Online Relationships ➤ Online Reputation ➤ Cyberbullying ➤ Managing Online Information ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Managing Online Information ➤ Health, Well-Being and Lifestyle ➤ Privacy and Security ➤ Copyright and Ownership ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Self-image and identity ➤ Online Relationships ➤ Online Reputation ➤ Cyberbullying ➤ Managing Online Information ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Managing Online Information ➤ Health, Well-Being and Lifestyle ➤ Privacy and Security ➤ Copyright and Ownership ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Self-image and identity ➤ Online Relationships ➤ Online Reputation ➤ Cyberbullying ➤ Managing Online Information ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Managing Online Information ➤ Health, Well-Being and Lifestyle ➤ Privacy and Security ➤ Copyright and Ownership ➤ Online scenarios

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Other	<ul style="list-style-type: none"> ➤ Start of Year Online Safety Lesson ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddle; Ed Shed; Read Theory ➤ RRSA Assembly – Article 2 – No Discrimination ➤ RRSA Assembly – Article 16 – Privacy 	<ul style="list-style-type: none"> ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddle; Ed Shed; Read Theory ➤ Anti-bullying Week (cyberbullying) ➤ RRSA Assemblies – Article 2 – No Discrimination; Article 23 – Disabilities ➤ Switch Off Fortnight 	<ul style="list-style-type: none"> ➤ Safer Internet Day ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddle; Ed Shed; Read Theory ➤ Mental Health Week ➤ RRSA Assembly – Article 17 – Access to Reliable Information ➤ LGBT Awareness Month – cyberbullying 	<ul style="list-style-type: none"> ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddle; Ed Shed; Read Theory 	<ul style="list-style-type: none"> ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddle; Ed Shed; Read Theory ➤ Earth Week 	<ul style="list-style-type: none"> ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddle; Ed Shed; Read Theory
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Year Group: Two	Term					
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Computing Curriculum (also refer to Online Safety Grid in folder)		<p><i>Internet Awareness:</i></p> <ul style="list-style-type: none"> ➤ Understand how to stay safe online ➤ SMART rules for the internet ➤ Know that some things online can be upsetting ➤ Childnet social stories ➤ Safely using search engines ➤ Fake news stories ➤ Choosing reliable information 	<p><i>Creating Presentations:</i></p> <ul style="list-style-type: none"> ➤ Using search engines safely ➤ Using appropriate images 			<p><i>Digital Citizens:</i></p> <ul style="list-style-type: none"> ➤ Questioning which sites are safe ➤ Asking for permission before going online ➤ Impacts of too much time online ➤ Importance of secure, private passwords ➤ Detect upsetting online content ➤ Know how to respond to distressing online content ➤ Understand digital footprints ➤ Safe online relationships

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	<i>How am I Feeling?</i>	<i>My Friends and Me:</i>	<i>Healthy Me:</i>	<i>Jobs in our Community:</i>		<i>What's the Risk?</i>
PSHE Curriculum Explicit Online Safety Links	<ul style="list-style-type: none"> ➤ Understanding feelings and emotions ➤ Knowing how to overcome negative emotions ➤ Recognising how feelings can affect behaviour and mood ➤ Managing and developing resilience ➤ Knowing who to talk to about your feelings 	<ul style="list-style-type: none"> ➤ Knowing what makes a good friend ➤ Understanding bullying and cyberbullying ➤ Knowing that our actions can affect others' feelings ➤ Getting help or helping others 	<ul style="list-style-type: none"> ➤ How to keep your body and mind healthy...screen time 	<ul style="list-style-type: none"> ➤ Understanding the role of electronics and technology in jobs and the importance of using it safely 		<ul style="list-style-type: none"> ➤ Understanding rules ➤ Considering the safe use of the internet ➤ Developing resilience ➤ Speaking to trusted adults ➤ Recognising peer pressure
Online Safety Starters	<ul style="list-style-type: none"> ➤ Self-image and identity ➤ Online Relationships ➤ Online Reputation ➤ Cyberbullying ➤ Managing Online Information ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Managing Online Information ➤ Health, Well-Being and Lifestyle ➤ Privacy and Security ➤ Copyright and Ownership ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Self-image and identity ➤ Online Relationships ➤ Online Reputation ➤ Cyberbullying ➤ Managing Online Information ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Managing Online Information ➤ Health, Well-Being and Lifestyle ➤ Privacy and Security ➤ Copyright and Ownership ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Self-image and identity ➤ Online Relationships ➤ Online Reputation ➤ Cyberbullying ➤ Managing Online Information ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Managing Online Information ➤ Health, Well-Being and Lifestyle ➤ Privacy and Security ➤ Copyright and Ownership ➤ Online scenarios
Other	<ul style="list-style-type: none"> ➤ Start of Year Online Safety Lesson ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddle; Ed Shed; Read Theory ➤ RRSA Assembly – Article 2 – No Discrimination ➤ RRSA Assembly – Article 16 – Privacy 	<ul style="list-style-type: none"> ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddle; Ed Shed; Read Theory ➤ Anti-bullying Week (cyberbullying) ➤ RRSA Assemblies – Article 2 – No Discrimination; Article 23 - Disabilities ➤ Switch Off Fortnight 	<ul style="list-style-type: none"> ➤ Safer Internet Day ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddle; Ed Shed; Read Theory ➤ Mental Health Week ➤ RRSA Assembly – Article 17 – Access to Reliable Information ➤ LGBT Awareness Month - cyberbullying 	<ul style="list-style-type: none"> ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddle; Ed Shed; Read Theory 	<ul style="list-style-type: none"> ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddle; Ed Shed; Read Theory ➤ Earth Week 	<ul style="list-style-type: none"> ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddle; Ed Shed; Read Theory

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Year Group: Three	Term					
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p style="text-align: center;">Computing Curriculum (also refer to Online Safety Grid in folder)</p>			<p><i>Networks:</i></p> <ul style="list-style-type: none"> ➤ Understand online messaging and how it works ➤ Understand how things go 'online' and how things are also stored online 	<p><i>Communicating Online:</i></p> <ul style="list-style-type: none"> ➤ Understand that there are multiple ways to communicate online ➤ Digital footprint ➤ Using email safely ➤ Cyberbullying – appropriate emailing 	<p><i>Branching Databases:</i></p> <ul style="list-style-type: none"> ➤ Using search engines safely 	<p><i>Presenting my Ideas:</i></p> <ul style="list-style-type: none"> ➤ Understanding the basics of copyright ➤ Using search engines safely ➤ Appropriate word-strings for research ➤ Inserting appropriate media into another program
<p style="text-align: center;">PSHE Curriculum Explicit Online Safety Links</p>	<p><i>Pressures I May Face:</i></p> <ul style="list-style-type: none"> ➤ Peer pressure ➤ Responding to false advertising ➤ Managing behaviour and not following others' poor decisions ➤ When to challenge conflict and when to report it ➤ Understanding the importance of giving and asking for permission ➤ Knowing my body belongs to me 		<p><i>Looking After Me:</i></p> <ul style="list-style-type: none"> ➤ Balancing activities and hobbies: screen time 			
<p style="text-align: center;">Online Safety Starters</p>	<ul style="list-style-type: none"> ➤ Self-image and identity ➤ Online Relationships ➤ Online Reputation ➤ Cyberbullying ➤ Managing Online Information ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Managing Online Information ➤ Health, Well-Being and Lifestyle ➤ Privacy and Security ➤ Copyright and Ownership ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Self-image and identity ➤ Online Relationships ➤ Online Reputation ➤ Cyberbullying ➤ Managing Online Information ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Managing Online Information ➤ Health, Well-Being and Lifestyle ➤ Privacy and Security ➤ Copyright and Ownership ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Self-image and identity ➤ Online Relationships ➤ Online Reputation ➤ Cyberbullying ➤ Managing Online Information ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Managing Online Information ➤ Health, Well-Being and Lifestyle ➤ Privacy and Security ➤ Copyright and Ownership ➤ Online scenarios

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Other	<ul style="list-style-type: none"> ➤ Start of Year Online Safety Lesson ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddie; Ed Shed; Read Theory ➤ RRSA Assembly – Article 2 – No Discrimination ➤ RRSA Assembly – Article 16 – Privacy 	<ul style="list-style-type: none"> ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddie; Ed Shed; Read Theory ➤ Anti-bullying Week (cyberbullying) ➤ RRSA Assemblies – Article 2 – No Discrimination; Article 23 – Disabilities ➤ Switch Off Fortnight 	<ul style="list-style-type: none"> ➤ Safer Internet Day ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddie; Ed Shed; Read Theory ➤ Mental Health Week ➤ RRSA Assembly – Article 17 – Access to Reliable Information ➤ LGBT Awareness Month – cyberbullying 	<ul style="list-style-type: none"> ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddie; Ed Shed; Read Theory 	<ul style="list-style-type: none"> ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddie; Ed Shed; Read Theory ➤ Earth Week 	<ul style="list-style-type: none"> ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddie; Ed Shed; Read Theory
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Year Group: Four	Term					
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Computing Curriculum (also refer to Online Safety Grid in folder)			<p><i>Presenting Data:</i></p> <ul style="list-style-type: none"> ➤ Using search engines safely ➤ Using hyperlinks appropriately 			<p><i>Desktop Publishing:</i></p> <ul style="list-style-type: none"> ➤ Using search engines safely ➤ Using appropriate images ➤ Copyright: Creative Commons License
PSHE Curriculum Explicit Online Safety Links	<p><i>My Feelings and Me:</i></p> <ul style="list-style-type: none"> ➤ Resilience ➤ Knowing when to talk to someone ➤ Recognising negative feelings 	<p><i>Responsible Me:</i></p> <ul style="list-style-type: none"> ➤ Knowing what healthy relationships are ➤ Understanding privacy and privacy rights ➤ Showing respect ➤ Knowing the consequences of our behaviour online 	<p><i>Respecting the Individual:</i></p> <ul style="list-style-type: none"> ➤ Identifying situations where conflict could arise ➤ Recognising and challenging stereotypes ➤ Accepting differences in opinion ➤ Understanding what discrimination is ➤ Knowing how to respond to 	<p><i>Managing Myself and My Behaviour:</i></p> <ul style="list-style-type: none"> ➤ Understanding rules and laws are needed to keep us safe ➤ Identify and manage risk ➤ Peer pressure ➤ Recognise feelings we encounter when being online ➤ Resilience ➤ Asking for help/support 		

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			aggressive behaviour			
Online Safety Starters	<ul style="list-style-type: none"> ➤ Self-image and identity ➤ Online Relationships ➤ Online Reputation ➤ Cyberbullying ➤ Managing Online Information ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Managing Online Information ➤ Health, Well-Being and Lifestyle ➤ Privacy and Security ➤ Copyright and Ownership ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Self-image and identity ➤ Online Relationships ➤ Online Reputation ➤ Cyberbullying ➤ Managing Online Information ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Managing Online Information ➤ Health, Well-Being and Lifestyle ➤ Privacy and Security ➤ Copyright and Ownership ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Self-image and identity ➤ Online Relationships ➤ Online Reputation ➤ Cyberbullying ➤ Managing Online Information ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Managing Online Information ➤ Health, Well-Being and Lifestyle ➤ Privacy and Security ➤ Copyright and Ownership ➤ Online scenarios
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Year Group: Five	Term					
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two

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<p>Computing Curriculum (also refer to Online Safety Grid in folder)</p>				<p><i>Video Montage:</i></p> <ul style="list-style-type: none"> ➤ Using search engines safely ➤ Using appropriate media ➤ Copyright and Creative Commons ➤ Consent before uploading 	<p><i>Staying Safe Online:</i></p> <ul style="list-style-type: none"> ➤ Using search engines safely ➤ Using appropriate images ➤ Piracy ➤ Copyright ➤ Identify manipulation ➤ Digital Footprint ➤ Fair Use and image rights ➤ Ways to report content ➤ Online risks ➤ Uploading images and videos – safety and consent 	
<p>PSHE Curriculum Explicit Online Safety Links</p>	<p><i>Similarities/Difference/Stereotypes:</i></p> <ul style="list-style-type: none"> ➤ Celebrating differences ➤ Challenging stereotypes ➤ Considering identity 		<p><i>Online Safety:</i></p> <ul style="list-style-type: none"> ➤ Recognise misinformation ➤ Spot and understand misleading images online ➤ Communicate online safely ➤ Understand online pressures ➤ Know your online rights ➤ Consent ➤ Know what to share online and when to seek permission ➤ Understand online addiction ➤ Know when to seek help 			

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Online Safety Starters	<ul style="list-style-type: none"> ➤ Self-image and identity ➤ Online Relationships ➤ Online Reputation ➤ Cyberbullying ➤ Managing Online Information ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Managing Online Information ➤ Health, Well-Being and Lifestyle ➤ Privacy and Security ➤ Copyright and Ownership ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Self-image and identity ➤ Online Relationships ➤ Online Reputation ➤ Cyberbullying ➤ Managing Online Information ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Managing Online Information ➤ Health, Well-Being and Lifestyle ➤ Privacy and Security ➤ Copyright and Ownership ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Self-image and identity ➤ Online Relationships ➤ Online Reputation ➤ Cyberbullying ➤ Managing Online Information ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Managing Online Information ➤ Health, Well-Being and Lifestyle ➤ Privacy and Security ➤ Copyright and Ownership ➤ Online scenarios
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Year Group: Six	Term					
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Computing Curriculum (also refer to Online Safety Grid in folder)			<i>Internet Searches:</i> <ul style="list-style-type: none"> ➤ Using search engines safely ➤ Understanding algorithms that computers use to rank and to market 	<i>Code Breakers:</i> <ul style="list-style-type: none"> ➤ Using search engines safely ➤ Password security and complexity ➤ Safe research 	<i>Solving Problems Using Data:</i> <ul style="list-style-type: none"> ➤ Using search engines safely ➤ Understanding how QR codes work ➤ Safely researching and collecting data ➤ Copyright 	<i>Internet Fairness:</i> <ul style="list-style-type: none"> ➤ Digital Footprint ➤ Posting online ➤ Consent ➤ Copyright ➤ Fair Use ➤ Piracy ➤ Intellectual Property ➤ Social Media usage ➤ Respecting different views and opinions online ➤ Unconscious bias online ➤ Safe research ➤ QR codes ➤ Hacking

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						<ul style="list-style-type: none"> ➤ Fake accounts ➤ Online well-being ➤ Online benefits and flaws: critically evaluate
<p>PSHE Curriculum</p> <p>Explicit Online Safety Links</p>	<p><i>My Mental Health and Me:</i></p> <ul style="list-style-type: none"> ➤ Understanding my emotions ➤ Knowing who to talk to ➤ Recognising poor mental health and reasons why ➤ Strategies to improve mental health – less screen time, positive online apps 		<p><i>Living in an Online World:</i></p> <ul style="list-style-type: none"> ➤ Understanding how to stay safe online ➤ Understand the impact being online can have ➤ Understand media manipulation ➤ Peer pressure ➤ Address any online safety questions 			
<p>Online Safety Starters</p>	<ul style="list-style-type: none"> ➤ Self-image and identity ➤ Online Relationships ➤ Online Reputation ➤ Cyberbullying ➤ Managing Online Information ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Managing Online Information ➤ Health, Well-Being and Lifestyle ➤ Privacy and Security ➤ Copyright and Ownership ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Self-image and identity ➤ Online Relationships ➤ Online Reputation ➤ Cyberbullying ➤ Managing Online Information ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Managing Online Information ➤ Health, Well-Being and Lifestyle ➤ Privacy and Security ➤ Copyright and Ownership ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Self-image and identity ➤ Online Relationships ➤ Online Reputation ➤ Cyberbullying ➤ Managing Online Information ➤ Online scenarios 	<ul style="list-style-type: none"> ➤ Managing Online Information ➤ Health, Well-Being and Lifestyle ➤ Privacy and Security ➤ Copyright and Ownership ➤ Online scenarios

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<p>Other</p>	<ul style="list-style-type: none"> ➤ Start of Year Online Safety Lesson ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddle; Ed Shed; ➤ Read Theory ➤ RRSA Assembly – Article 2 – No Discrimination ➤ RRSA Assembly – Article 16 – Privacy 	<ul style="list-style-type: none"> ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddle; Ed Shed; ➤ Read Theory ➤ Anti-bullying Week (cyberbullying) ➤ RRSA Assemblies – Article 2 – No Discrimination; ➤ Article 23 - Disabilities ➤ Switch Off Fortnight 	<ul style="list-style-type: none"> ➤ Safer Internet Day ➤ Local PCSO ➤ Online Safety visit ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddle; Ed Shed; ➤ Read Theory ➤ Mental Health Week ➤ RRSA Assembly – Article 17 – Access to Reliable Information ➤ LGBT Awareness Month – cyberbullying 	<ul style="list-style-type: none"> ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddle; Ed Shed; ➤ Read Theory 	<ul style="list-style-type: none"> ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddle; Ed Shed; ➤ Read Theory ➤ Earth Week 	<ul style="list-style-type: none"> ➤ Everyday learning and apps – Most commonly: Blooket; Padlet; Numbots; TTRS; Kiddle; Ed Shed; ➤ Read Theory
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