

Online Safety Scheme of Work



Intent

In line with the National Curriculum, at Springfields First School, we aim to ensure that all children are equipped with the necessary skills to use computational thinking and creativity to understand and change the world. Our goal is to give our children a rich range of experiences in computing and online safety to ensure they have the tools to become proficient in these areas, with the ambition of developing lifelong learners who are prepared for further education and future employment.

Online safety strands taught at Springfields First School via Project Evolve.



Implementation

At our school, we follow the National Curriculum aims through our own creative curriculum which includes both Computing and Online Safety and is broad, balanced and progressive from Reception to Year 4. In Computing, our curriculum covers 3 key strands: Computer Science, Digital Literacy and Information Technology. Our Online Safety curriculum is based on the Education for a Connected World framework (Project Evolve) and includes a wide range of topics such as Online Bullying, Health, Well-being and Lifestyle and Managing Online Information. Teachers use Planet Evolve to plan and deliver engaging and creative lessons which continually build on prior knowledge whilst always challenging children to further extend their learning. Children's previous knowledge in Computing and Online Safety is

assessed by teachers as part of normal classroom procedure, through pupil work, class discussions and assessment for learning. This allows teachers to accurately pitch lessons and ensure that children are appropriately challenged and supported at all times.

Although we recognise the incredible opportunities the online world offers, we also understand the potential online dangers associated with technology and accessing the internet and for this reason, Online Safety is a key component of our provision. We aim to provide our children with the tools to use technology in a safe and responsible manner whilst still exploring the opportunities it offers. By using the Project Evolve framework, we ensure that learning is planned, sequenced and covers a broad range of topics. Online Safety is taught as a starter to Computing lessons so that it is a regular part of our provision and it is also linked to other curriculum areas such as PSED/PSHE and school events such as Anti Bullying Week and Safer Internet Day. This ensures that the profile of Online Safety is continually high throughout the school and remains a key learning opportunity at all times.

Impact

By the end of year 4, as children prepare for life at middle school, Springfields First School children will have:

- A broad range of skills and knowledge that enables children to stay safe online and use the internet in a responsible manner.

All resources can be found on projectevolve.co.uk. Go to the website; log in; click toolkit; resources; year group; strand for the half term. Then click on each 'I can' statement and the activity, presentation and resources can be accessed and downloaded.

There are also lots of storybooks in the school library and online - Penguin Pig, Chicken Clicking, Webster, Digi Duck etc to support Online Safety teaching.

Early Years

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self image and identity	Online relationships	Managing Online Information	Online reputation and online bullying	Health, well-being and lifestyle Copyright and ownership	Privacy and security
I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. Project Evolve	I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know Project Evolve	I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet. Project Evolve	I can identify ways that I can put information on the internet. I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel Project Evolve	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 of these rules I know that work I create belongs to me. I can name my work so that others know it belongs to me. Project Evolve	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted. Project Evolve

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self image and identity	Online relationships	Managing Online Information	Online reputation and online bullying	Health, well-being and lifestyle Copyright and ownership	Privacy and security
I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. 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 and how they can help. Project Evolve	I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others. Project Evolve	I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. Project Evolve	I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first. I can describe how to behave online in ways that do not upset others and can give examples Project Evolve	I can explain rules to keep myself safe when using technology both in and beyond the home. I can explain why work I create using technology belongs to me I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content). I understand that work created by others does not belong to me even if I save a copy Project Evolve	I can explain that passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. Project Evolve

Oak Academy units to supplement/link to PSHE - What should I do if I feel unsafe online? 4 lessons; Media influence - how do I decide what to do online? 5 lessons

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self image and identity	Online relationships	Managing Online Information	Online reputation and online bullying	Health, well-being and lifestyle Copyright and ownership	Privacy and security
I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. Project Evolve	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask	I can use simple keywords in search engines I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' Project Evolve	I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect. I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame	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. I can say how those rules / guides can help anyone accessing online I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them Project Evolve	I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). I can explain how some people may have

	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. Project Evolve		I can talk about how anyone experiencing bullying can get help. Project Evolve		devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions). Project Evolve
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Oak Academy units to supplement/link to PSHE - Who should I talk to online? 4 lessons; Is everything I see online true? 5 lessons

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self image and identity	Online relationships	Managing Online Information	Online reputation and online bullying	Health, well-being and lifestyle Copyright and ownership	Privacy and security
I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why. Project Evolve	I can describe ways people who have similar likes and interests can get together online I can explain what it means to 'know someone' online why this might be different from knowing someone offline. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain why someone may change their mind about trusting anyone with	I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).	I can explain how to search for information about others online I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something 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	I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites). I can explain why copying someone else's work from the	I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others. Project Evolve

	something if they feel nervous, uncomfortable or worried Project Evolve.	I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. Project Evolve	could appear online and how someone can get support. Project Evolve	internet without permission isn't fair and can explain what problems this might cause. Project Evolve	
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Oak Academy units to supplement/link to PSHE- How can I be kind and happy online? 5 lessons; How do I keep myself safe online? 6 lessons

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self image and identity	Online relationships	Managing Online Information	Online reputation and online bullying	Health, well-being and lifestyle Copyright and ownership	Privacy and security
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. Project Evolve	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. Project Evolve	I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise	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	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. 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 of content which I must not use without permission	I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored, e.g. adult supervision. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent. Project Evolve

		some of these when they appear online. I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or true. Project Evolve	others feel about them (their reputation). Project Evolve	from the owner, e.g. videos, music, images. Project Evolve	
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Oak Academy units to supplement/link to PSHE - How do I decide who to trust online? 4 lessons; How can we add to our emotions toolkit? 4 lessons; What does a healthy relationship feel like? 4 lessons