

# Curriculum: Online Safety



**'Technology can become the "wings" that will allow the educational world to fly farther and faster than ever before - if we will allow it.'**

**Jenny Arledge**

## Why do we learn Online Safety?

Online safety is about preparing children for interacting with our ever-changing digital world. It helps children and young people to understand the benefits and dangers in an online world and to discover how to interact with these safely. Being online is an integral part of children's and young people's lives. The internet and online technology provides new opportunities for young people's learning and growth (NSPCC). There are eight key recurring themes in Online Safety, which allow children at Werrington Primary School to revisit and elaborate on previous learning each year.

## What are the aims of our Online Safety curriculum?

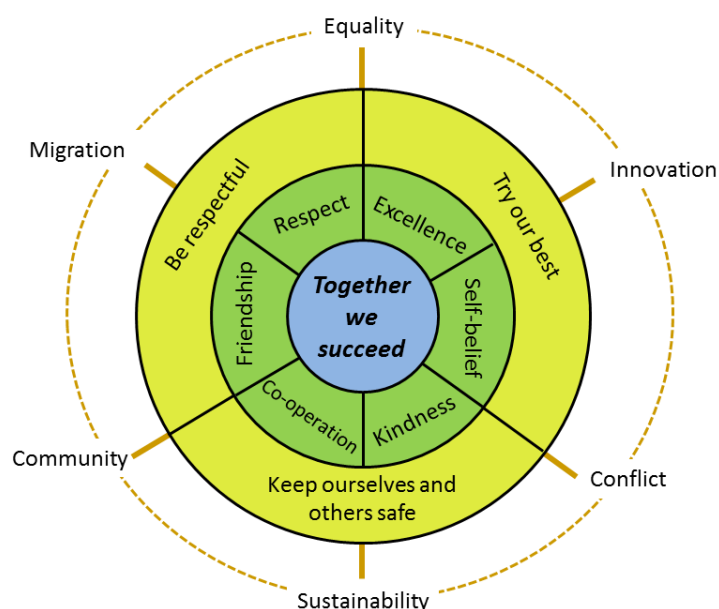
At Werrington Primary School, we want to inspire our pupils' curiosity about the wider world. Whilst learning about Online Safety, pupils will develop the knowledge, skills and attributes they need to manage their lives, now and in the future whilst engaging in a growing digital world. Within Online Safety lessons, we teach the knowledge needed to prepare pupils to be 'responsible, competent, confident and creative users of information and communication technology'.

We believe that Online Safety should focus on helping pupils to thrive as individuals, family members and members of society whilst staying safe online and using digital technology. Online Safety is taught through discussions to develop knowledge and understanding as well as using scenarios to talk through the best option to choose in different real-life situations. 'As they grow older, it is crucial that they learn to balance the benefits offered by technology with a critical awareness of their own and others' online behaviour and develop effective strategies for staying safe and making a positive contribution online.' (Education for a connected world).

The Online Safety curriculum is split into 8 strands – Self-Image and Identity, Online Relationships, Online Reputation, Online Bullying, Managing Online Information, Health, Wellbeing and Lifestyle, Privacy and Security and Copyright and Ownership. We believe that pupils learn better if they can relate to an event or concept so, wherever possible, we try to make links to their everyday life ensuring learning is relevant and purposeful.

At Werrington Primary, our bespoke curriculum has 6 golden strands which encompass the core values of our school. These strands run through the Online Safety curriculum from Year 1 to Year 6. Examples of this can be found in the table below.

<b>Equality</b>	Year 2 explore how other people's identity online can be different to their real life identity.
<b>Innovation</b>	Year 3 explore how the internet can be used to sell and buy things online.
<b>Conflict</b>	Year 4 analyse information and differentiate between 'facts', 'opinions and 'beliefs'.
<b>Sustainability</b>	Year 6 explore different online sources and how to acknowledge these.
<b>Community</b>	Year 1 explore how personal information such as their family name or where they go to school could be seen on the internet.
<b>Migration</b>	Year 5 explore misinformation or disinformation and how information



The eight strands of Online Safety which are covered within every year group, from Years 1-6. These eight strands are taken from the document 'Education for a Connected World 2020 – A framework to equip children and young people for digital life'.

### Self-Image and Identity



This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies of self-image and behaviour.

### Online Relationships



This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

### Online Reputation



This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.

### Online Bullying



This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

### Managing Online Information



This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats pose risks to our physical safety as well as online safety.

### Health, Well-being and Lifestyle



This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

### Privacy and Security



This strand explores how personal information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

### Copyright and Ownership



This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

## An example of progression: Online Safety- Online Reputation

### Year 6

Children explore strategies anyone can use to protect their 'digital personality' and online reputation including some forms of anonymity.

### Year 5

Children know how to search for information about people online and create a summary report of what they have found. Children discuss how information online can be used by people to make judgements.

### Year 4

Children explore how others online can pretend to be someone they are not and suggest why they might do this.

### Year 3

Children learn how to search for information about themselves online and know who to ask if they are not sure about what they put online.

### Year 2

Children learn that online information can be seen by others.

### Year 1

Children learn to describe what information should not be put online without asking a trusted adult first.

