



Online Safety and Wellbeing

At St Gabriel's, we regard Online Safety as an essential part of all our children's learning and their personal and social development. As part of Social, Moral, Spiritual and Cultural Education (SMSC) we aim 'To provide all children with the essential knowledge and skills to be educated and responsible citizens.', whilst the Early Years Foundation Stage Profile states: A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up." and this feeds into our approach to Online Safety.

Today's children need to be taught how to conduct themselves safely and responsibly in the digital world that we live in. This teaching, whilst it runs as a thread through the discrete lessons of the computing curriculum, is also delivered within the PSHE curriculum (incorporating the statutory Relationships and Health Education), where the lessons focusing on safety and risk make specific reference to online safety.

As part of our annual 'Keeping Safe' week, we have a series of activities focusing on Online Safety, using additional Purple Mash activities where relevant which address the requirements of the national curriculum for computing which relate to online safety. This cyclical approach means that the main themes are addressed each year and can be built on as knowledge and understanding develops. The emphasis is on education rather than restriction in order for children to understand about the risks as well as the benefits so that they feel confident online and to encourage the development of safer online behaviours both in and out of school. To support this, an age appropriate online safety agreement is shared with and signed by both pupils and parents at the start of each year. The 'SMART' Rules for online safety are displayed in all classes and discussed regularly.

Every child receives a 'Pocket Guide to School' which is a booklet which we work through during our annual 'Keeping Safe Week', sharing information and answering questions at an age appropriate level. The section relating to Online Safety discusses the following questions:

- Do you know the school rules for using our computers and keeping safe online?
- Do you understand the importance of online safety, including social network sites and chat rooms?
- Do you know the importance of not sharing your personal details online?
- Do you know what cyber bullying is?

These can be taken home, enabling parents to be part of the 'Keeping Safe' dialogue.

Throughout EYFS and KS1 children ask and are taught to answer:

- Do I know what types of technology I (or my family) can use?
- Can I use technology safely?
- Can I use technology respectfully (being kind to others)?
- Do I know who to talk to if I see or read something I don't like online?
- Do I know who to tell if I talk to someone I don't know, or who worries me online?



EYFS - ELG

Self-Regulation: Understanding their feelings and those of others

Managing Selves: Know right from wrong and behave accordingly

Building Relationships: Show sensitivity to others

National Curriculum KS1

- Recognise common uses of information technology beyond school.
- 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.

| | Online Safety Specific Focus | Suggested resources to support this | Links to Purple Mash Computing | Links to PSHE/ (PSED EY) | |
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| | | | | Life Education Van Objectives covered | Classroom Teaching - Pupils learn: |
| Reception | Know that we only use technology with adult supervision/ permission. | SMART Rules | | | <p>Self Regulation That rules (including those around the use of technology) are important.</p> <p>Managing Self Who can help us to keep safe and healthy (including when we are online.) Ways of leading a healthy lifestyle and that this includes limiting screen time. That rules (including those around the use of technology) should be followed. What right and wrong choices are and to endeavour to make the right choice.</p> |

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| <p>Year 1</p> | <ul style="list-style-type: none"> • Recognise what is personal information. • Understand that passwords should be kept secret. • Know who to tell if we are worried about anything online. • Know that we should speak to or about people online in the same way that we would if they were with us – being kind. | <p>SMART Rules Computing lessons (Online Safety) Circle Time</p> <p>Computing tools – What is Technology? quiz</p> | <p>Unit 1.1 Unit 1.9</p> | | |
| <p>Year 2</p> | <ul style="list-style-type: none"> • Know that your digital footprint is the information you leave online about yourself. • Know that we do not want people we don't know to find out too much about us from our digital footprint. • Know who to tell if we are worried about anything online. | <p>SMART Rules Circle Time Unit 2.2 – Digital Footprint Slideshow, Digital Footprint Quiz</p> | <p>Unit 2.5 Unit 2.8</p> | <p>Understand that there are different types of bullying and unkind behaviour.</p> | <p>Relationships: How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.</p> <p>Living in the wider world: How people use the internet and digital devices in their jobs and everyday life.</p> <p>Health and wellbeing How not everything they see online is true or trustworthy and that people can pretend to be someone they are not. How to know when to take a break from screen-time.</p> |

Throughout KS2 children ask and are taught to answer:

- When I search can I tell if what I find is likely to be true?
- Can I use technology safely?
- Can I use technology in a way that is respectful of others?
- Am I responsible when I use technology – do I think about what I am doing?
- Can I recognise if I or the people I interact with are behaving well online?
- Do I know who to talk or report to if I see or read something that concerns me?
- Do I know who to talk or report to if I have contact with someone who worries me online?



National Curriculum KS2

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

| | Online Safety Focus – Children will: | Suggested resources to support this | Links to Purple Mash Computing | Links to PSHE/ (PSED EY) | |
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| | | | | Life Education Van - Objectives covered | Classroom Teaching - Pupils learn: |
| Year 3 | <ul style="list-style-type: none"> • Know what makes a good password and why they should be kept safe. • Know who it is appropriate to contact by email and other forms of messaging. • Know what it is appropriate/ inappropriate to say in an email/ message. • Know what is acceptable/ unacceptable behavior online and who to tell if we are worried. | SMART Rules Computing lessons (Email) Unit 3.2 lesson 1 – passwords Computing tools Internet Safety quiz | Password change Unit 3.5 | Understand that for most people the internet is an integral part of life and has many benefits, and about the benefits of rationing time spent online. | Health and wellbeing How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online). How to balance time online with other activities. |

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| <p>Year 4</p> | <ul style="list-style-type: none"> • Assess the reliability of search results and know where reliable results are likely to be found. • Know how to report any concerning information found online. • Understand the importance of validating sources. • Know what a digital footprint is. • Be able to evaluate what is appropriate information to share online and how much information is required to build up a picture of who you are. | <p>SMART Rules Computing lesson (Effective Searching)</p> <p>Computing tools – Slideshow – How search engines work</p> <p>Review Unit 2.2 – Digital Footprint Slideshow, Digital Footprint Quiz</p> | <p>Unit 4.7</p> | <p>Understand that for most people the internet is an integral part of life and has many benefits, and about the benefits of rationing time spent online.</p> | <p>Relationships: How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns.</p> <p>Health and wellbeing How people’s online actions can impact on other people . How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online. How to report concerns, including about inappropriate online content and contact.</p> |
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| <p>Year 5</p> | <ul style="list-style-type: none"> • Know that we should ask others before sharing their information online. • Know that meeting someone online means that we do not really know them. • Know that we should never agree to meet in person with someone we have met online without our parents knowing and going with us. • Know who to tell if we are worried by anyone we interact with online. | <p>SMART Rules</p> <p>Computing tools – Online Safety Team quiz</p> <p>Computing tools - Consent and permissions quiz</p> | <p>Unit 5.4</p> | <p>Understand that for most people the internet is an integral part of life and has many benefits, and about the benefits of rationing time spent online.</p> | <p>Relationships:</p> <p>How friends and family communicate together; how the internet and social media can be used positively.</p> <p>How knowing someone online differs from knowing someone face-to-face.</p> <p>About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family.</p> |
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| <p>Year 6</p> | <ul style="list-style-type: none"> • Know what it is appropriate to share online and that information can remain forever. • Be able to evaluate content found online – eg images and websites. • Know that online content includes advertising to persuade individuals. • Know about online gaming and media age ratings and have discussions about how these relate to the content they have access to. • Know how and who to report concerns about online content or interactions to. | <p>SMART Rules</p> <p>Computing tools - Influence terms quiz</p> <p>Computing tools – reliability of the internet quiz</p> <p>Computing tools – fact of fake articles</p> <p>Computing tools – phone calls</p> | | <p>Understand that for most people the internet is an integral part of life and has many benefits, and about the benefits of rationing time spent online.</p> | <p>Living in the wider world:</p> <p>How the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions. That not everything should be shared online or social media and that there are rules about this, including the distribution of images.</p> <p>How text and images can be manipulated or invented; strategies to recognise this.</p> <p>To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts.</p> <p>To recognise unsafe or suspicious content online and what to do about it.</p> <p>How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them.</p> <p>How to make decisions about the content they view online or in the media and know if it is appropriate for their age range.</p> <p>How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue.</p> |
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Statutory Content for Relationships and Health Education relating to Online Safety

By the end of primary, pupils will need to know:

Relationships Education – expectations

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're 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

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

Health Education – expectations

Mental wellbeing

- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

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

National Curriculum Objectives with the Computing Curriculum, relating to Online Safety

Key Stage 1

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.

Key Stage 2

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.