

Online Safety
at Sunnyside Spencer Academy
(National Online Safety & SCARF)



Questions to ask during teaching eSafety across the National Curriculum:

- Why have I chosen to freeze my screen whilst I search for an image or video to show to the class?
- Why have I clicked no when it has asked me if I would like to save my password on a public computer?
- Why have I toggled all of the sliders to no when the website has asked if it can save my cookies?
- Why have I used an avatar and not an actual photo of myself on the school communication platform?
- What would I do if I scrolled down on this page and something came up that I wasn't expecting and it made me feel worried or anxious?
- Why do I lock my screen when we leave the classroom?
- Why do I have a different password to you?
- Why did a firewall message appear when I tried to access that website?
- Why hasn't it asked for my age when I access that website?
- Why did I choose 'block' when the website asked if it could send notification?
- How can I tell this website may not be the most reliable?
- What does the URL of this website tell me about how much I can trust it?
- Why does it take me so long to type in my password?

Used to help children realise that online safety is part of day to day life.

Progression in SCARF: Keeping Myself Safe



EYFS

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
 Explain the reasons for rules, know right from wrong and try to behave accordingly;
 Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
 Work and play cooperatively and take turns with others;
 Form positive attachments to adults and friendships with peers;
 Show sensitivity to their own and to others' needs.

Keeping safe online

Year 1

- To say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).
 - To give examples of how I keep myself healthy.
- To say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)

**Sharing pictures
Who can help?**

Year 2

- To give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong
- To give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.
- To explain that they can be helpful or harmful, and say some examples of how they can be used safely.

Playing games

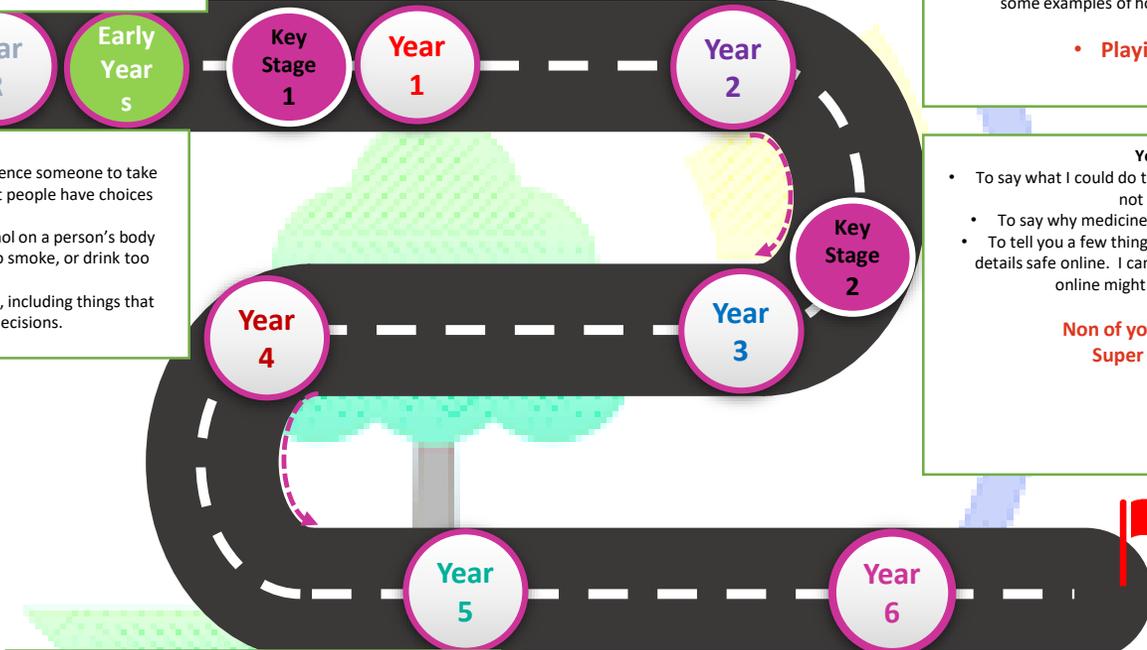
Year 4

- To give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks
- To say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.
- To give examples of positive and negative influences, including things that could influence me when I am making decisions.

Year 3

- To say what I could do to make a situation less risky or not risky at all.
- To say why medicines can be helpful or harmful.
- To tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.

**Non of your business!
Super searcher**



Concepts

- Achievement Y1 - 6
- Adoption Y3 & 6
- Alcohol Y3 - 6
- Appropriate touch - Y2 - 6
- Arranged marriage Y6
- Aspirations Y2 - Y6
- Assertiveness Y1 - Y6
- Being different & being yourself Y1 - Y6
- Bereavement Y3
- Birth & Surrogacy Y6
- Body changes, Puberty & body image Y2 - Y6
- Body parts Y1 - Y6
- British Values Y1 - Y6
- Building self esteem Y2 - Y6
- Bullying Y1 - Y6
- Caring Y1 - Y6
- Citizenship Y4 & Y6
- Civil Partnership Y6
- Communication Y1, Y4 & Y5, Y6
- Community Y1 - Y6
- Conception Y6
- Conflict Resolution Y1 - Y6
- Consent - Y1, Y2, Y3 & Y6
- Cooperation Y1 - Y6
- Dealing with loss and change Y1 - Y6
- Democracy Y1, Y3, Y4, Y5, Y6
- Diversity Y1 - Y6
- Emotion Y1 - Y6
- Feelings Y1 - Y6
- Friendship Y1 - Y6
- Growth Minds B - Y6
- Healthy Lifestyles Y3 - Y6
- Keeping Safe Y4 - Y6

Keeping Safe Online R, - Y6

- Law Y6
- LGBT Y3 - Y6
- Loss Y3 & Y4
- Medicines Y1 - Y6
- Money Y1 - Y6
- Peer pressure Y4 and Y5
- Periods Y3 - Y6
- Positive relationships Y1 - Y6
- Voice Y1 - Y6
- Racism Y3, Y5, Y6
- Relationships Education Yr - Y6
- Respect Y1 - Y6
- Resilience Y1 - Y6
- Responsibility Y1 - Y6
- Risk Taking Y3 - Y6
- Rules and Laws & Rights Y1 - Y6
- Safety Y1 - Y6
- Science Y2 - Y6
- Sleep Y1 & Y4
- Social Norms Y3 - Y6
- Stereotypes Y1 - Y6
- Stigma & STI Y6
- Support Networks Y1 - Y6
- Talents Y3, Y4, Y5
- Teeth Y1
- Tolerance Y1 - Y6
- Trust Y3
- Viruses Y2 & Y3
- Wet Dreams Y5

Year 5

- To give examples of things that might influence a person to take risks online. I can explain that I have a choice.
- To say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.

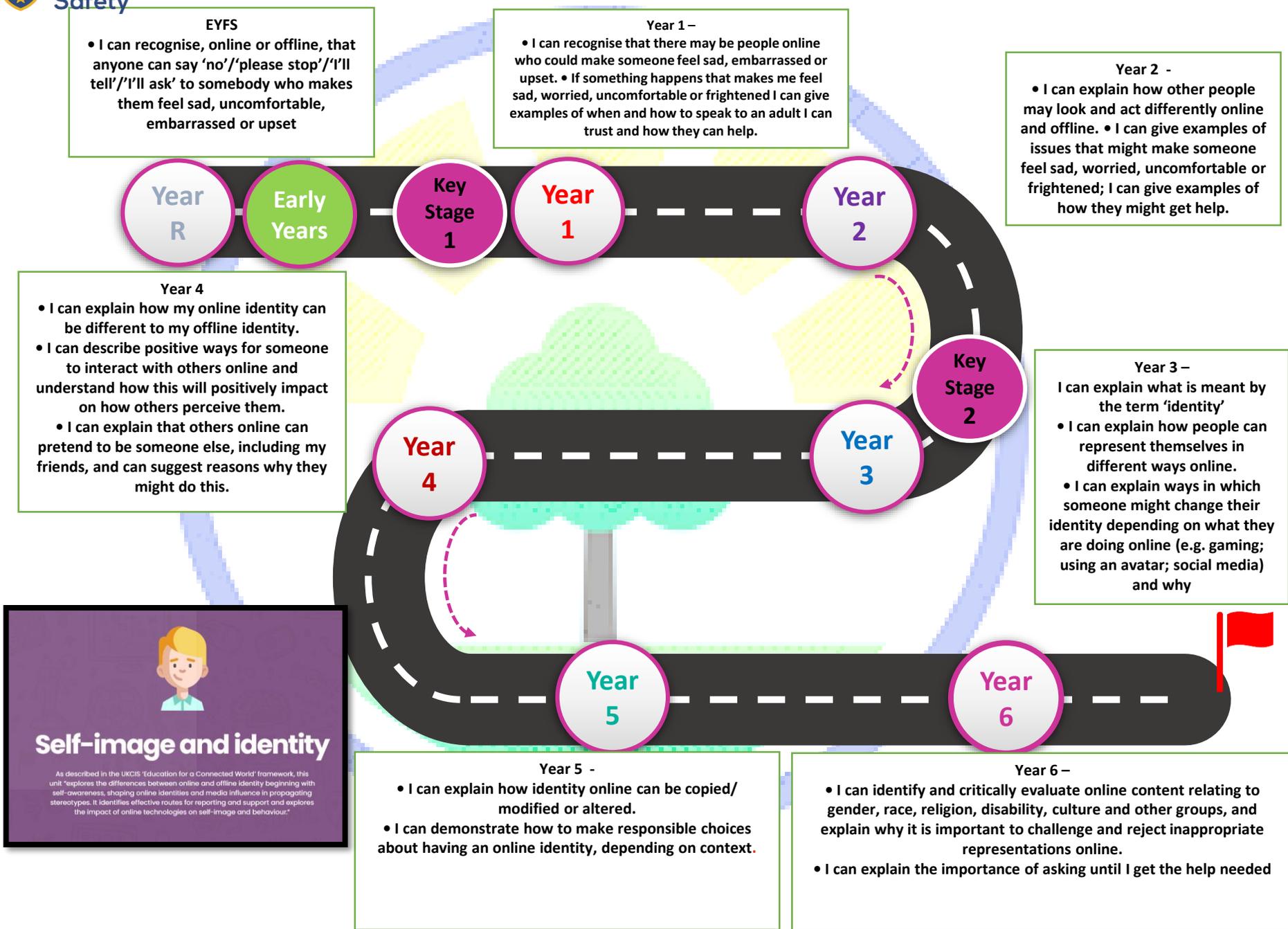
**Is it true?, Play, like, share, Fact or opinion
Spot bullying, Communication**

Year 6

- To explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.
- To explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.
- To explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).

**Media Manipulation, Pressure Online, Think before you click
To share or not to share, Facebook friends, It's a puzzle, Traffic lights**

Progression in Computing: Self Image and Identity



EYFS

- 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

Year 1 –

- 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.

Year 2 -

- I can explain how other people may look and act differently online and offline.
- I can give examples of issues that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.

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.

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 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

Self-image and identity

As described in the UKCS 'Education for a Connected World' framework, this unit '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 on self-image and behaviour.'

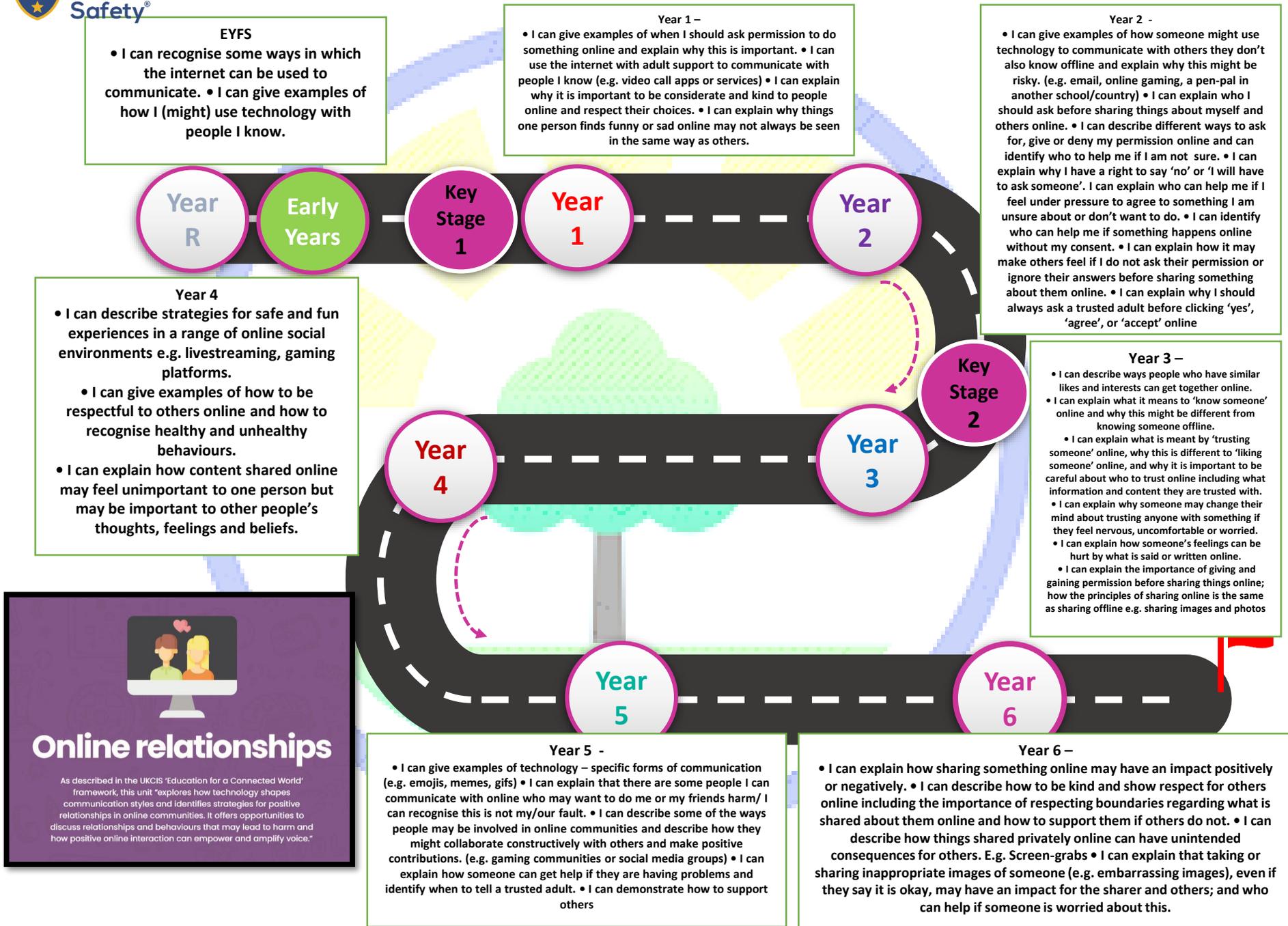
Year 5 -

- I can explain how identity online can be copied/ modified or altered.
- I can demonstrate how to make responsible choices about having an online identity, depending on context.

Year 6 –

- I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.
- I can explain the importance of asking until I get the help needed

Progression in Computing: Online Relationships



EYFS

- I can recognise some ways in which the internet can be used to communicate.
- I can give examples of how I (might) use technology with people I know.

Year 1 –

- 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 respect their choices.
- I can explain why things one person finds funny or sad online may not always be seen in the same way as others.

Year 2 -

- 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 and others online.
- I can describe different ways to ask for, give or deny my permission online and can identify who to help me if I am not sure.
- 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.
- I can identify who can help me if something happens online without my consent.
- I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.
- I can explain why I should always ask a trusted adult before clicking 'yes', 'agree', or 'accept' online

Year 4

- 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 how to recognise healthy and unhealthy 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.

Year 3 –

- 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 and why this might be different from knowing someone offline.
 - I can explain what is meant by 'trusting someone' online, why this is different to '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 something if they feel nervous, uncomfortable or worried.
 - I can explain how someone's feelings can be hurt by what is said or written online.
 - I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and photos

Online relationships

As described in the UKCIS 'Education for a Connected World' framework, this unit "explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice."

Year 4

Year 3

Year 5

Year 6

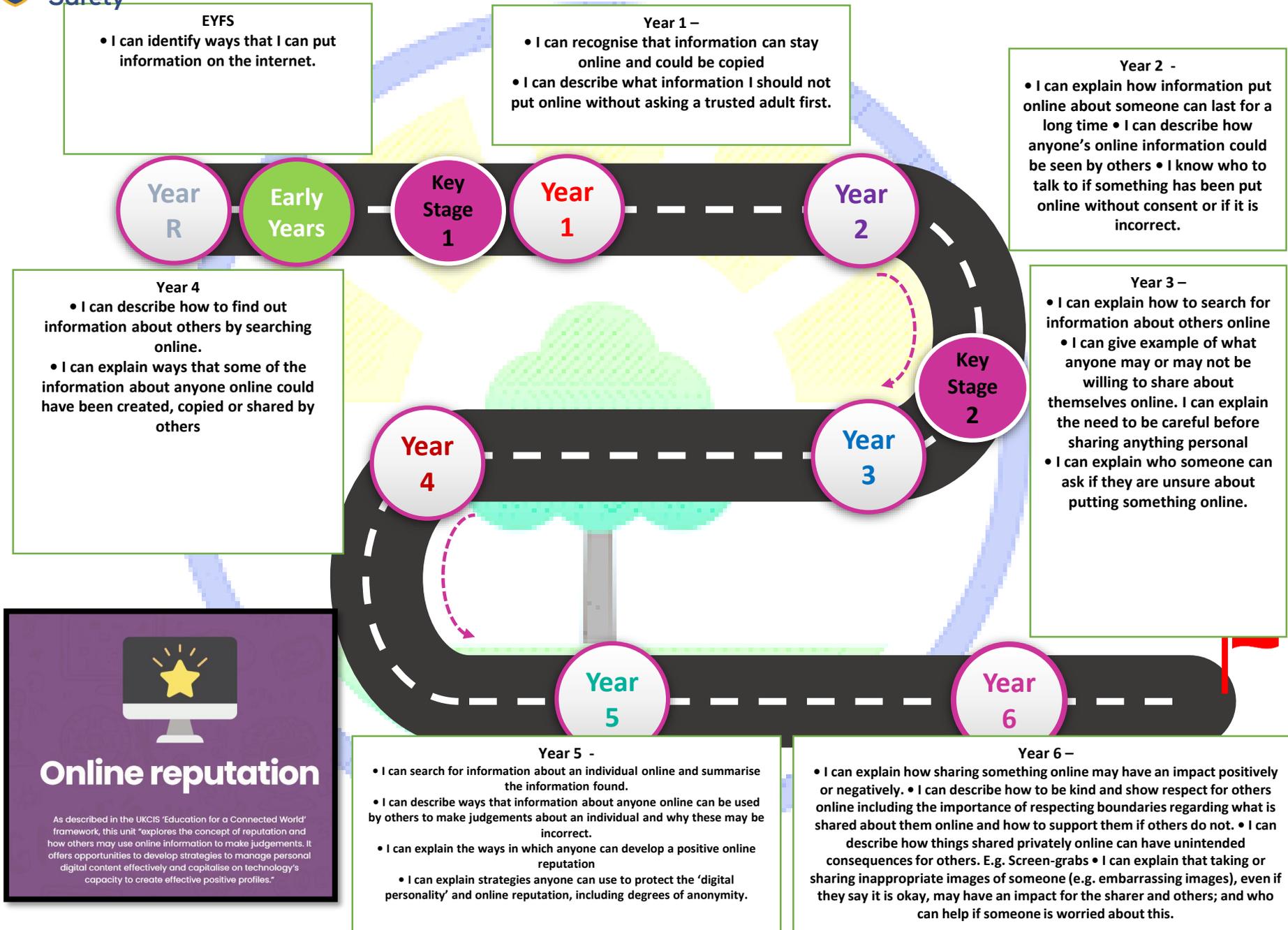
Year 5 -

- I can give examples of technology – specific forms of communication (e.g. emojis, memes, gifs)
- I can explain that there are some people I can communicate with online who may want to do me or my friends harm/ I can recognise this is not my/our fault.
- I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups)
- I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.
- I can demonstrate how to support others

Year 6 –

- I can explain how sharing something online may have an impact positively or negatively.
- I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.
- I can describe how things shared privately online can have unintended consequences for others. E.g. Screen-grabs
- I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.

Progression in Computing: Online Reputation



Online reputation

As described in the UKCIS 'Education for a Connected World' framework, this unit '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.'

Progression in Computing: Online Bullying

EYFS

- I can describe ways that some people can be unkind online
- I can offer examples of how this can make others feel.

Year 1 –

- I can describe how to behave online in ways that do not upset others and can give examples.

Year 2 -

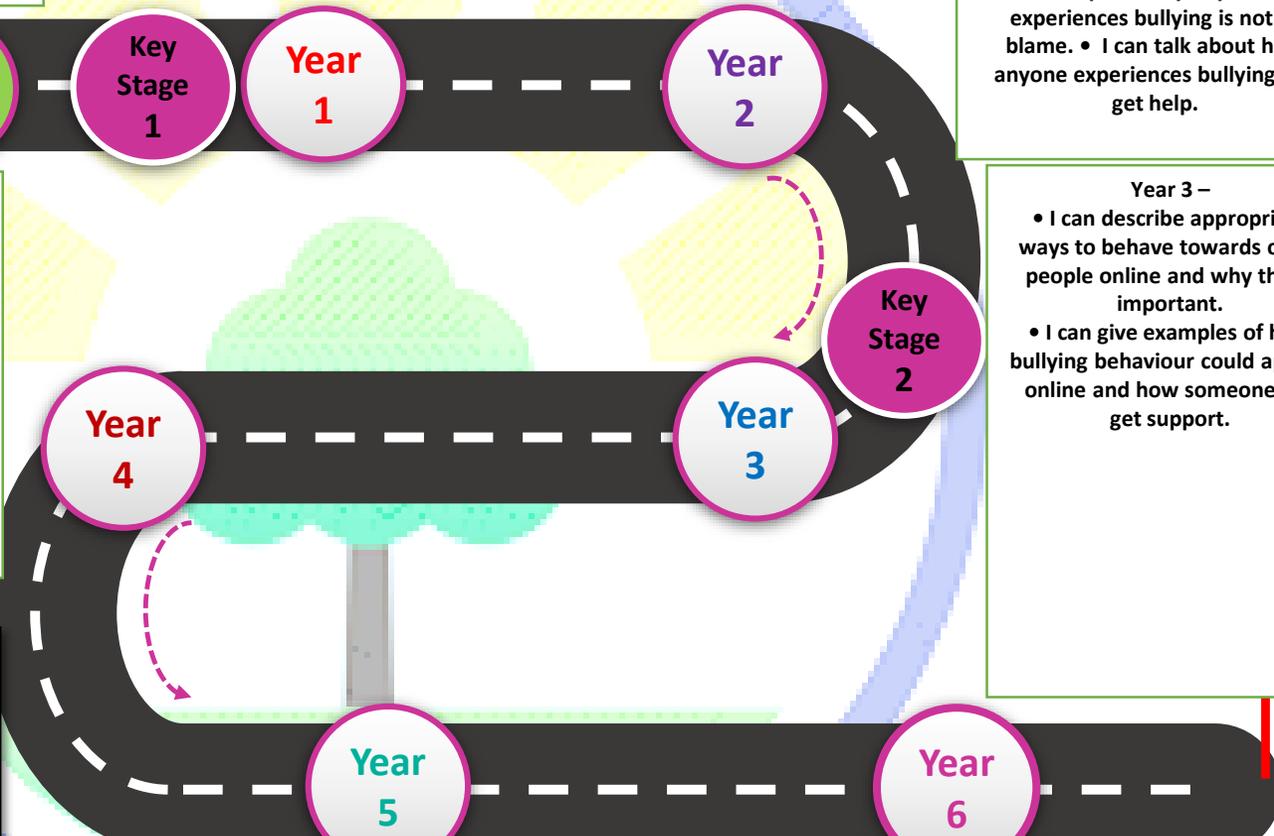
- I can explain what bullying is, how people may bully others and how bullying can make someone feel.
- I can explain why anyone who experiences bullying is not to blame.
- I can talk about how anyone experiences bullying can get help.

Year 4

- 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)

Year 3 –

- 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.



Online bullying

As described in the UKCIS 'Education for a Connected World' framework, this unit "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."

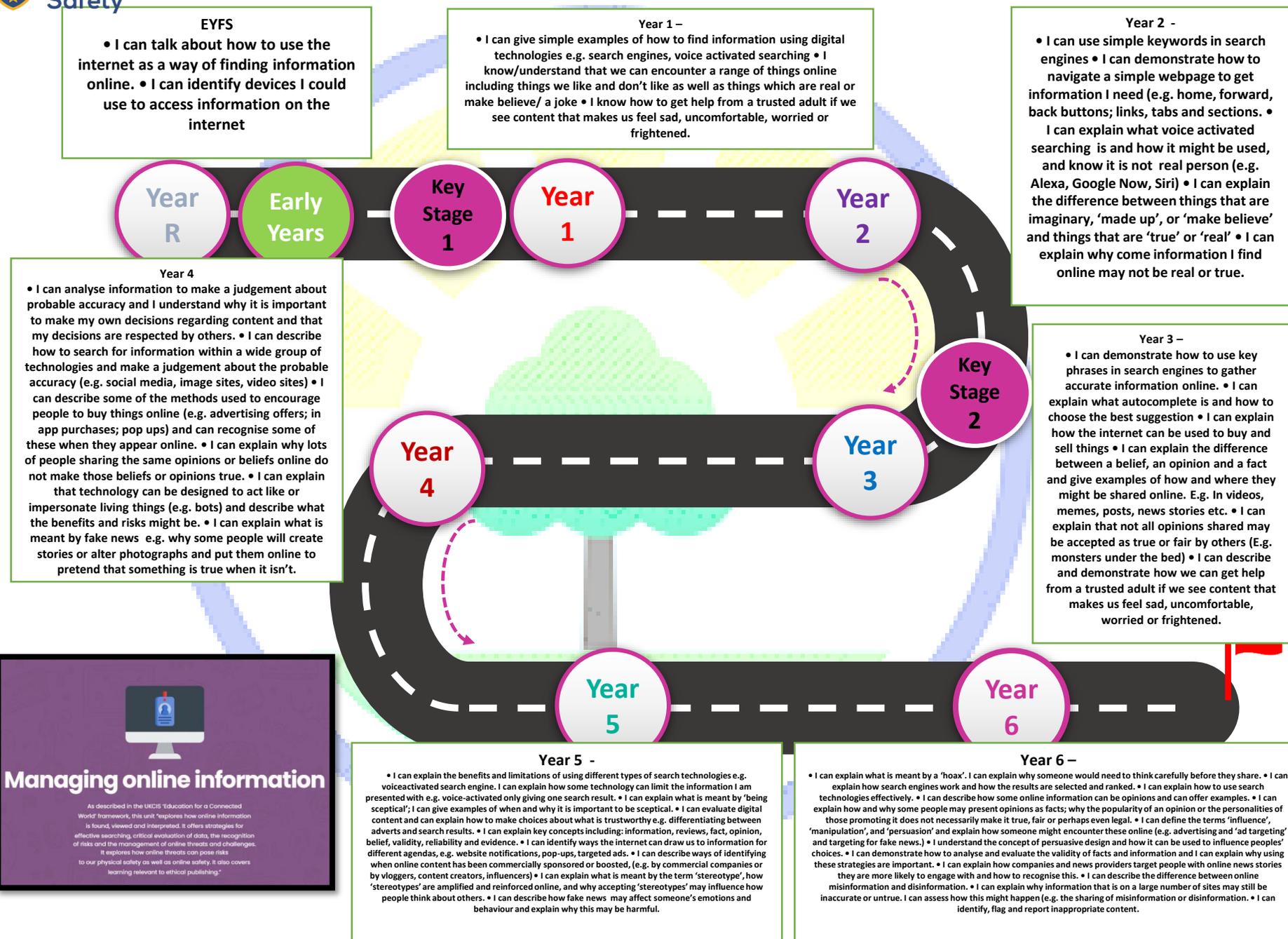
Year 5 -

- I can recognise that online bullying can be different to bullying in the physical world and can describe some of those differences.
- I can describe how what one person perceives as playful joking and teasing (including banter) might be experienced by others as bullying
- I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.
- I can identify a range of ways to report concerns and access support both in school and at home about online bullying.
- I can explain how to block abusive users
- I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix)

Year 6 –

- I can describe how to capture bullying content as evidence (e.g. Screen-grab, URL, profile) to share with others who can help me.
- I can explain how someone would report online bullying in different contexts.

Progression in Computing: Managing Online Information




Managing online information

As described in the UKCS 'Education for a Connected World' framework, this unit 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 can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing."

Progression in Computing: Health, wellbeing and Lifestyle

EYFS

- I can identify rules that help keep us safe and healthy in and beyond the home when I am using technology. • I can give some simple examples of these rules

Year 1 –

- I can explain rules to keep myself safe when using technology both in and beyond the home

Year 2 -

- 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 technologies

Year R

Early Years

Key Stage 1

Year 1

Year 2

Year 4

- 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.

Year 3 –

- I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos)
- 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)

Year 4

Year 3

Key Stage 2



Health, wellbeing and lifestyle

As described in the UKCS 'Education for a Connected World' framework, this unit 'explores the impact that technology has on health, wellbeing and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues engendered and sustained by online technologies and the strategies for dealing with them.'

Year 5 -

- I can describe ways that technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. • I can describe some strategies, tips or advice to promote health and well-being with regards to technology. • I can recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals • I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing

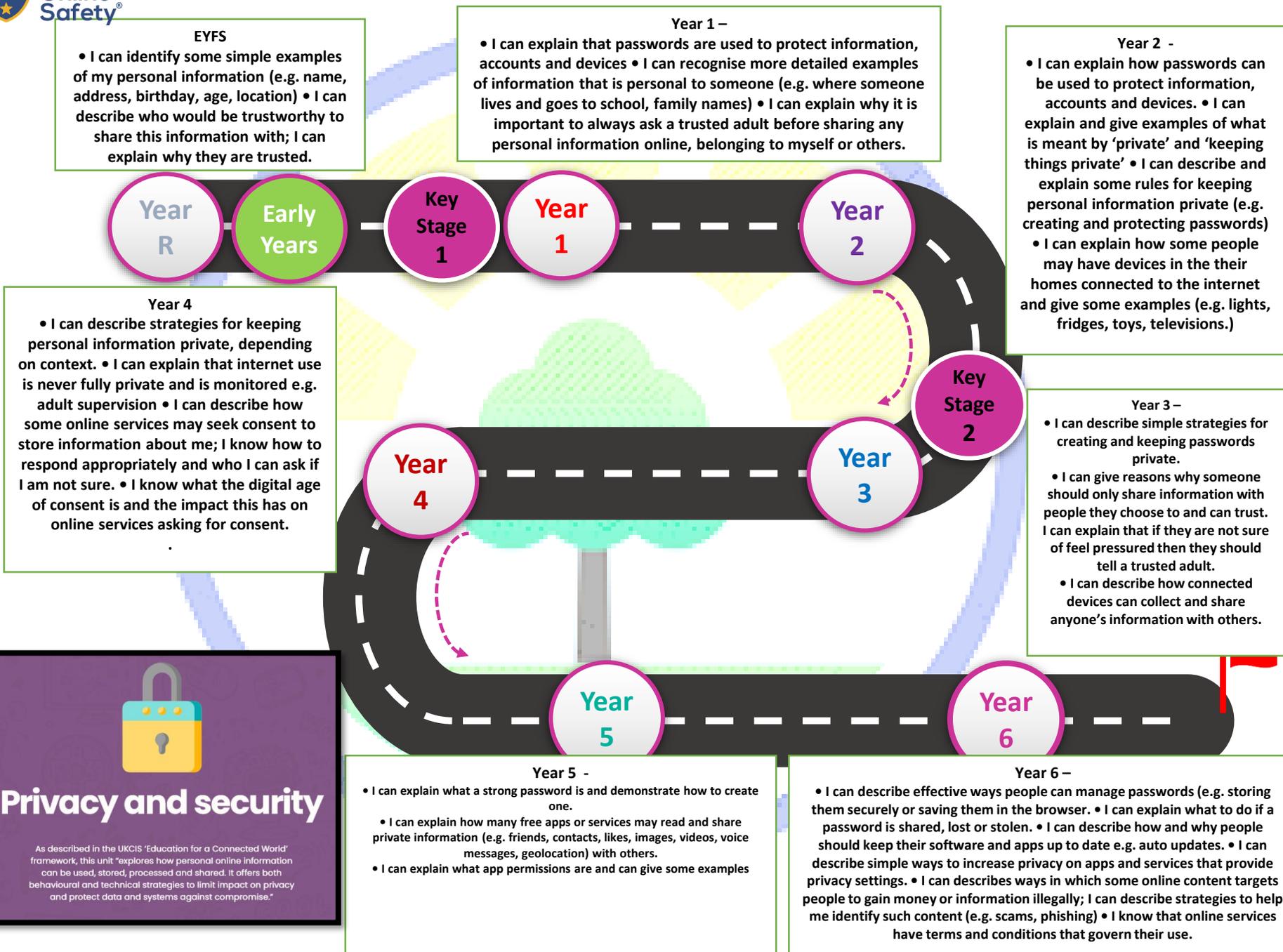
Year 6 –

- I can describe common systems that regulate age related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose
- I recognise and can discuss the pressures that technology can place on someone and how/when they could manage this.
- I can recognise features of persuasive design and how they are used to keep users engaged (current and future use)
- I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise)

Year 5

Year 6

Progression in Computing: Privacy and Security



Privacy and security

As described in the UKCIS 'Education for a Connected World' framework, this unit "explores how personal online 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."

Progression in Computing: Copyright and Ownership

EYFS

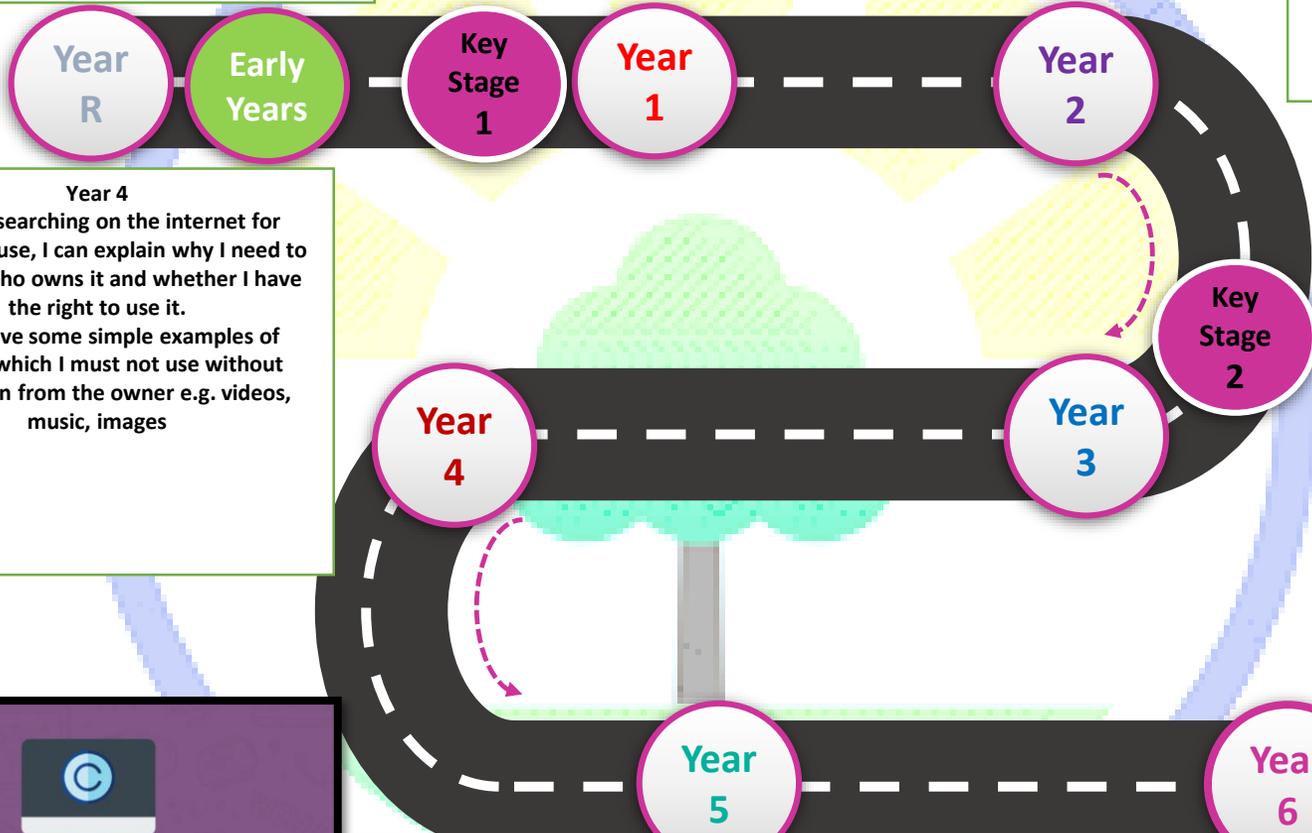
- I know that work I create belongs to me
- I can name my work so that others know it belongs to me

Year 1 –

- 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/name so that others know it belongs to me (e.g. filename, name on content)
- I understand that work made by others does not belong to me even if I save a copy.

Year 2 -

- I can recognise that content on the internet may belong to other people.
- I can describe why other people's work belongs to them.



Year 4

- 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 use it.
- I can give some simple examples of content which I must not use without permission from the owner e.g. videos, music, images

Year 3 –

- I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.

Copyright and ownership

As described in the UKCS 'Education for a Connected World' framework, this unit "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."

Year 5 -

- I can assess and justify when it is acceptable to use the work of others.
- I can give examples of content that is permitted to be reused and know how this content can be found online.

Year 6 –

- I can demonstrate the use of a search tool to find and access online content which can be reused by others.
- I can demonstrate how to make references to and acknowledge sources I have used from the internet