How does Online Safety run through the Computing Curriculum at Knightlow C of E Primary School?

There are five different strands to Online Safety as part of our curriculum. These are revisited across different year groups so that prior knowledge is revisited and built upon.

Strands | All | Being online | Online relationships | Risks and harms | Responsible and safe use | Reporting online

Year 1/2

Skills

Being online

- ✓ Recognising when they are online.
- ✓ Identifying programs (e.g. apps and websites) they use online.
- ✓ Recognising indicators of being logged into an account (e.g. avatar, username, initials).

Online relationships

- ✓ Recognising that being kind, polite and safe is just as important online as in-person. [Conduct]

Risks and harms

- ✓ Describing how someone might change their account if they have their password. [Conduct]

Responsible and safe use

- ✓ Checking with an adult before they use new apps or websites. [Content, Contact]
- ✓ Beginning to remember their username and password for an online account. [Conduct]
- ✓ Treating devices carefully.

Reporting online

- ✓ Recognising when something online scares or worries them. [Content, Contact]
- ✓ Describing how to respond safely to an online message. [Contact]

Knowledge

Being online

- ✓ *To know that 'online' means being connected to other devices or the internet. (*Statement also found in Computing systems.)
- ✓ To know that an 'account' is a personal space within an online program.

Online relationships

- ✓ To know they should not speak to or message unfamiliar people online. [Contact]
- ✓ To know that they can still hurt someone's feelings online. [Conduct]

Risks and harms

- ✓ To know that passwords help keep online accounts and programs safe. [Conduct]
- ✓ To know that logging in to their account helps keeps them safe online. [Conduct]

Responsible and safe use

- ✓ To know that using someone else's login is not safe or respectful. [Conduct]

Reporting online

- ✓ To know who to report concerns to about online content or if they receive messages from someone they don't know. [Content, Contact]
- ✓ To know they should tell an adult if something in their account has changed. [Conduct]

- ✓ **Online safety:** 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.

Year 3/4

Skills

Being online

- ✓ Identifying what the internet can be used for.

Online relationships

- ✓ Identifying how people connect online. [Contact]
- ✓ Recognising the difference between acceptable and unacceptable behaviour. [Conduct]

Risks and harms

- ✓ Identifying when online contact from other players is unwanted or inappropriate. [Contact]
- ✓ Recognising signs of online bullying (e.g. repeated unkind comments or being excluded). [Conduct]

Responsible and safe use

- ✓ Describing appropriate and safe responses to unwanted or unkind behaviour. [Contact, Conduct]

Reporting concerns

- ✓ Recognising when something online is unsafe, inappropriate or suspicious. [Content, Contact, Commerce]

Knowledge

Being online

- ✓ To know that online games allow players to interact with each other in various ways. [Contact]

Online relationships

- ✓ To know that connecting online can involve actions such as liking, commenting, emoting and chatting. [Contact, Conduct]
- ✓ To know that if behaviour is unacceptable in-person, it is unacceptable online. [Conduct]

Risks and harms

- ✓ To know that usernames should not contain personal information. [Contact]
- ✓ To know that not everyone online is who they claim to be. [Contact]
- ✓ To know that online bullying is repeated unkind behaviour. [Conduct]

Responsible and safe use

- ✓ To know that being anonymous online does not make unkind behaviour acceptable. [Conduct]

Reporting concerns

- ✓ To know reporting problems online to a trusted adult is an important part of staying safe. [Content, Contact, Conduct, Commerce]

Year 5/6

Skills

Being online

- ✓ Identifying the features of social media platforms.

Online relationships

- ✓ Recognising how their online identity is shaped by what they share, like and comment on. [Conduct]

Risks and harms

- ✓ Identifying when online apps or games are trying to encourage people to spend money. [Commerce]

Responsible and safe use

- ✓ Recognising when games are trying to persuade them to spend money. [Commerce]

Reporting concerns

- ✓ Using tools like block, mute, flag and report on different online platforms. [Contact, Conduct, Content]
- ✓ Identifying which reporting tools to use in a specific situation. [Contact, Conduct, Content]

Knowledge

Being online

- ✓ To know that online platforms are digital spaces, such as apps or websites, where people interact. [Contact]
- ✓ To know that online platforms show digital content based on the things they have liked, watched or subscribed to. [Content]

Online relationships

- ✓ To know that interactions through online platforms such as social media should still be polite and respectful. [Conduct]
- ✓ To know that people may present themselves differently online. [Contact]

Risks and harms

- ✓ To know that the things they share and post online can remain online. [Conduct]
- ✓ To know that once something is shared online, it cannot always be deleted or fully removed. [Conduct]
- ✓ To know that sharing images or posting comments online is often public. [Conduct]

Responsible and safe use

- ✓ To know that social media platforms have age restrictions. [Contact, Content]
- ✓ To know that if they are under the age limit for a particular online platform or app, they should not create an account. [Contact, Content]

Reporting concerns

- ✓ To know that the block and mute tools can stop people from contacting them online. [Contact]
- ✓ To know that reporting or flagging content online will anonymously alert someone to a problem. [Conduct, Content]

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