



Online Safety Overview



Our online safety overview aims to cover a wide variety of areas around online safety. We understand that the technological world changes rapidly and therefore our overview will also, at times, need to change in accordance to changes, current trends and interests as well as concerns raised by parents and carers.

Computing curriculum	Within our computing curriculum there will be one of six lesson as a minimum with a sole focus on on an area of online safety. As well as this, every computing lesson will start with an online safety starter which will be a short retrieval like activity to support working memory.
PSHE Curriculum	Across the PSHE curriculum, the areas focus on specific online line safety aspect. The lessons mentioned are from the Muse scheme for PE. Whilst these lessons are specifically related to online safety, links are made across the PSHE curriculum in other areas.
Assemblies	Picture news is used once per week and links are made to online safety through current news topics. Assemblies also take place on 'event' days such as Safer Internet Day.
Parent communication	Online safety information will be included within newsletters throughout each term. When there are current themes to address, additional safeguarding newsletters will also be issued. Communication with parents will be sent out over Class Dojo and there will be an element of reactivity to current topics of interest. Links, video and website will be included.
Home learning opportunities	One home learning activity to be sent out each half term. These will be designed to create discussion with parents or careers.
Whole school	As a minimum we will have a whole school online safety day during the nationwide 'Safer Internet Day'.
Display	The online safety display will be kept up to date with work currently being done by children across the school as well as information that supports online safety and current topics and trends that are arising.



Online Safety Overview $\frac{3}{4}$ (24-25) Cycle A



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What is Cyberbullying (Year 3)	To Buy or Not to Buy (Year 3)	Keep it to yourself (Year 3)	Emailing (Year 3)	Online Communication (Year 3)	Party Planner (Year 3)
<p>Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of recognising cyberbullying.</p> <ul style="list-style-type: none">• To know what cyberbullying is and how to address it.	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content in the context of identifying advertisements online.</p> <ul style="list-style-type: none">• To understand how websites use advertisements to promote products.	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating passwords and using privacy settings.</p> <ul style="list-style-type: none">• To create strong passwords and understand privacy settings.	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of sending and receiving emails safely.</p> <ul style="list-style-type: none">• To safely send and receive emails.	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of exploring the different ways we communicate online.</p> <ul style="list-style-type: none">• To explore different ways children can communicate online.	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration in the context of planning a party online.</p> <ul style="list-style-type: none">• To use knowledge about online safety to plan a party online



Online Safety Overview 3/4 (24-25) Cycle A



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing curriculum	What is Cyberbullying (Year 3)	To Buy or Not to Buy (Year 3)	Keep it to yourself (Year 3)	Emailing (Year 3)	Online Communication (Year 3)	Party Planner (Year 3)
PSHE Curriculum	Lesson 9 Tech Talk	10 Super strength passwords	11 -Internet age restrictions	19 - understanding consent	21 - our digital footprint	22 - online communication
Assemblies			Safer Internet Day Assembly 7th Feb			
Parent communication	Information on the age restriction for popular apps and games	Safety information on the use of Roblox	Information on the use of TiK Tok	Information on the use of chat functions on games and apps	Information the use of Whatsapp	Information on posting pictures online. Snapchat and Instagram .
Whole school			Safer Internet Day Tue, 11 Feb 2025			



Online Safety Overview 5/6 (24-25) Cycle A



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spam (Year 5)	Sites to cite (Year 5)	Powerful Passwords (Year 5)	False Photography (Year 5)	Online Safety Story Planning (Year 5)	Online Safety Comics (Year 5)
<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying and avoiding spam emails.</p> <ul style="list-style-type: none">• To identify spam emails and what to do with them.	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of citing the work of others.</p> <ul style="list-style-type: none">• To write citations for the websites I use for research.	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of following rules to help create strong passwords.</p> <ul style="list-style-type: none">• To create strong passwords	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content in the context of finding out how photos can be altered and presented as reality online.</p> <ul style="list-style-type: none">• To recognise when, why and how photographs we see online may have been edited.	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of planning a story about the consequences of not following online safety rules.</p> <ul style="list-style-type: none">• To apply online safety rules to real-life scenarios.	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating a comic strip about the consequences of not following online safety rules.</p> <ul style="list-style-type: none">• To apply online safety rules to real-life scenarios



Online Safety Overview 5/6 (24-25) Cycle A



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing curriculum	Spam (Year 5)	Sites to cite (Year 5)	Powerful Passwords (Year 5)	False Photography (Year 5)	Online Safety Story Planning (Year 5)	Online Safety Comics (Year 5)
PSHE Curriculum	10 - Screen time	11 - Personal choice	21 - Online interactions	22 - cyber bullying	23 - Trust	Discussed as part of RSE (reliability of information)
Assemblies			Safer Internet Day Assembly 7th Feb			
Parent communication	Information on the age restriction for popular apps and games	Safety information on the use of Roblox	Information on the use of TIK Tok	Information on the use of chat functions on games and apps	Information the use of Whatsapp	Information on posting pictures online. Snapchat and Instagram .
Whole school			Safer Internet Day Tue, 11 Feb 2025			



Online Safety Overview 3/4 (25-26) Cycle B



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What is Cyberbullying (Year 4)	Super Searchers (Year 4)	Copy Cats (Year 4)	Too Much Information (Year 4)	The Online Community (Year 4)	Cyber Super Heroes (Year 4)
<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of thinking about how online messages can be hurtful.</p> <ul style="list-style-type: none">• I can identify how a message can hurt someone's feelings.• I can say how I should respond to a hurtful message online.	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content in the context of using search engines accurately.</p> <ul style="list-style-type: none">• I can use a search engine accurately.	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of finding out about online plagiarism.</p> <ul style="list-style-type: none">• I understand the term 'plagiarism' and how to avoid it.	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating their own sample online game account, highlighting information which is acceptable to include.</p> <ul style="list-style-type: none">• To create a safe online profile.	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of giving examples of how to be a good digital citizen.</p> <ul style="list-style-type: none">• To explain how to be a responsible digital citizen	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating an online safety character.</p> <ul style="list-style-type: none">• To create an online safety superhero character



Online Safety Overview 3/4 (25-26) Cycle B



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing curriculum	What is Cyberbullying (Year 4)	Super Searchers (Year 4)	Copy Cats (Year 4)	Too Much Information (Year 4)	The Online Community (Year 4)	Cyber Super Heroes (Year 4)
PSHE Curriculum	Lesson 9 - Tech talk	Cyberbullying (linked to Anti-bullying week)	Lesson 21 My digital identity	Lesson 27 - Rules and laws	Lesson 23 - Peer pressure	Discussed as part of RSE (stranger danger)
Assemblies			Safer Internet Day Assembly 10th Feb			
Parent communication	Information on the age restriction for popular apps and games	Safety information on the use of Roblox	Information on the use of TIK Tok	Information on the use of chat functions on games and apps	Information the use of Whatsapp	Information on posting pictures online. Snapchat and Instagram .
Whole school			Safer Internet Day Tue, 10 Feb 2026			



Online Safety Overview 5% (25-26) Cycle B



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cyber Bullying (Year 6)	Secure Websites (Year 6)	People Online (Year 6)	Girls and Boys Online (Year 6)	SmartBots (Year 6)	Online Safety Quizzes (Year 6)
<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of comparing cyberbullying to bullying in person and developing strategies for dealing with online bullying.</p> <ul style="list-style-type: none">• I can find similarities and differences between inperson and cyberbullying• I can identify good strategies to deal with cyberbullying.	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying secure and unsecure websites.</p> <ul style="list-style-type: none">• I can identify secure websites by identifying privacy seals of approval.	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying information that is safe and unsafe to share with online friends.</p> <ul style="list-style-type: none">• I understand the benefits and pitfalls of online relationships.• I can identify information that I should never share.	<p>Use technology safely, respectfully and responsibly. Be discerning in evaluating digital content. Children will work in the context of evaluating media aimed at boys and girls.</p> <ul style="list-style-type: none">• I can identify how the media play a powerful role in shaping ideas about girls and boys.	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying how to behave in a range of online scenarios.</p> <ul style="list-style-type: none">• I can apply my online safety knowledge to my online activities	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating an online safety quiz.</p> <ul style="list-style-type: none">• I can use my knowledge of online safety to create a multiple choice quiz.



Online Safety Overview 5/6 (25-26) Cycle B



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing curriculum	Cyber Bullying (Year 6)	Secure Websites (Year 6)	People Online (Year 6)	Girls and Boys Online (Year 6)	SmartBots (Year 6)	Online Safety Quizzes (Year 6)
PSHE Curriculum	Lesson 11 - time on technology	Is everyone online who they say they are? Can my behaviour affect how others feel?	Lesson 21 - positive body image	Lesson 22 - smarter social behaviour	Lesson 29 - fake news	Discussed as part of RSE
Assemblies			Safer Internet Day Assembly 10th Feb			
Parent communication	Information on the age restriction for popular apps and games	Safety information on the use of Roblox	Information on the use of TIK Tok	Information on the use of chat functions on games and apps	Information the use of Whatsapp	Information on posting pictures online. Snapchat and Instagram .
Whole school			Safer Internet Day Tue, 10 Feb 2026			