



Online Safety Curriculum Overview

Curriculum Intent

At St. Luke's, we want all of our children to experience an online safety curriculum that is purposeful and provides them with the necessary knowledge and skills to keep themselves safe whilst using technology at school and at home. To deliver our curriculum, we follow the National Curriculum and use 'The Education for a Connected World Framework' as a planning tool for activities. This is a progressive planning tool that ensures that online safety is taught alongside our ILearn2 Computing curriculum, in order for children to learn how to stay safe when they are using technology at school. It also presents children with realistic scenarios they may face when using technology outside of school to encourage discussion and real-life application. Our Online safety coverage is carefully planned alongside our school safeguarding policies and the PSHE Curriculum.

Breadth of Study

Early Years Foundation Stage	Key Stage 1 Years 1 and 2	Key Stage 2 Years 3 and 4
<p>Personal, Social and Emotional Development: <u>Managing Self</u> 'Explain the reasons for rules, know right from wrong and try to behave accordingly.'</p>	<p><i>Pupil should be taught to:</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.

At the beginning of weekly computing lessons, children are presented with a question, based on one of the key strands identified in 'The Education for a Connected World Framework'. Children are given time to consider the scenario and discuss the most appropriate response(s). These responses are then shared, and a representative sample are recorded by the class teacher in the computing journal. The class may also discuss prepared responses and evaluate why some are more appropriate than others.

The following strands are covered:

- Self-Image and Identity
- Online Relationships
- Online Reputation
- Online Bullying
- Managing Online Information
- Health, Well-being and Lifestyle
- Privacy and Security
- Copyright and Ownership

We recognise that the digital world is constantly changing and evolving so do not cover these strands in a linear fashion. Rather, each half-term children are presented with scenarios from a variety of strands to ensure breadth of coverage. Depth of understanding is developed through the progressive nature of the scenarios between year groups. Teachers are also expected to identify weaknesses in children's

understanding, based on their responses to a given scenario, and tailor further learning experiences to close the knowledge gap.

See below for an example of progression:

	<p>Reception</p> <p>Children are presented with relatable scenarios. Through discussion, they provide different responses, which are discussed by the teacher and evaluated for their appropriacy.</p>
	<p>Year 1</p> <p>Children are presented with multiple choice answers. This aims to improve their critical analytical skills as they will have to consider which responses are more appropriate and why. Identifying inappropriate responses prompts discussions around what not to do and what to if that has occurred.</p>
	<p>Year 2</p> <p>Similar to Year 1, the scenarios are accompanied by multiple choice answers to deepen children's critical thinking. This also encourages children to be specific in their responses, with an expectation that they will begin to provide real-life examples to embed this learning into their individual real-world contexts.</p>
	<p>Year 3</p> <p>In Key Stage 2, the questions become more abstract, with an expectation that children will build on the learning and understanding developed in Key Stage 1, to support their reasoning and explanations. The questions also develop understanding of what the strands are and focus on.</p>
	<p>Year 4</p> <p>Developing what children have learnt in Year 3, these questions and scenarios prompt deeper discussion about how to make safe, healthy choices online. Conversations will also develop pupils' sense of individual responsibility, particularly in preparation for middle school.</p>