Online Safety Curriculum

Intent

Online Safety at Bushbury Hill Primary School intends to support young people to be safe, to remain healthy and to enjoy positive experiences in a technological world.
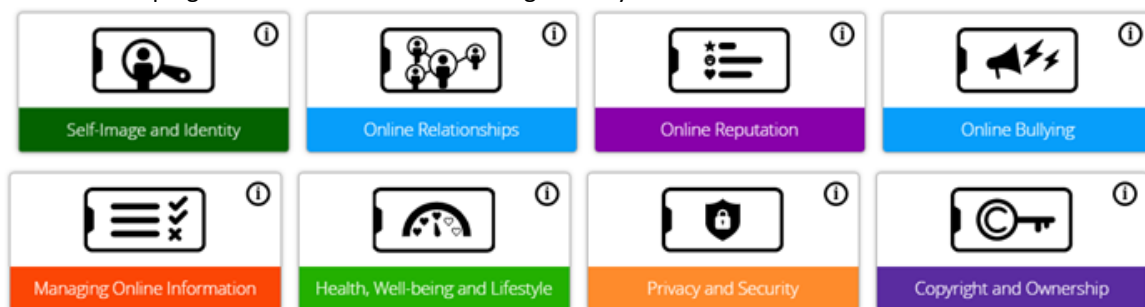
We want to equip young people to be able to make safe and appropriate choices about their behaviours both online and offline. It is important to us that the children understand how to use the ever-changing technology to express themselves, as tools for learning and as a means to drive their generation forward into the future.

Whilst ensuring they understand the advantages and disadvantages associated with online experiences, we want children to develop as respectful, responsible and confident users of technology, aware of measures that can be taken to keep themselves and others safe online. These lessons are taught both discreetly each week and embedded within Computing and PSHE lessons and whole school focus events (e.g. Internet Safety Day, Antibullying week).

Implementation

A key part of implementing our computing curriculum was to ensure that safety of our pupils is paramount. We take online safety very seriously and we aim to give children the necessary skills to keep themselves safe online. Children have a right to enjoy childhood online, to access safe online spaces and to benefit from all the opportunities that a connected world can bring them, appropriate to their age and stage.

Children build online resilience through the use of the 'Project Evolve – Education for a Connected World' framework. The framework aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change. The objectives promote the development of safe and appropriate long-term behaviours, and support educators in shaping the culture within their setting and beyond.

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

Within each year group topics include:

- **Self Image and Identity** - This strand 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.
- **Online Relationships** - This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.
- **Online Reputation** - This strand 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.
- **Online Bullying** - This strand 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.
- **Managing Online information** - This strand 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.
- **Health Well-being and Lifestyle** - This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.
- **Privacy and Security** - This strand 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.
- **Copyright and Ownership** - This strand 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.

In Years 3 and 4, this Framework is supplemented by the use of 'The Digital Media Detectives', providing further resources and links supporting young people to identify fake news, misinformation and disinformation online and offline.

As a school, we also work closely with Online Behaviours who provide a range of digital safeguarding services. Alongside this we use services from Wider Opportunities to train our Year 6 and 5 pupils to become Digital Ambassadors so they can support their peers in understanding how to be safe in an ever evolving technological world. They are responsible for promoting key messages and acting as a listening tool and voice for their peers.

Impact

The impact of Online Safety is measure using the knowledge maps as an initial baseline assessment and an endline assessment. For KS1 and SEND pupils, the knowledge maps will be completed as a guided group/class, where as in KS2 they will be completed independently by all children and support will be provided where necessary. It is harder to measure the impact of the Online Safety Curriculum although, if successful, we will see less incidents being reported by pupils and parents. Through both child, staff and parental surveys we will hope to see more children, staff and parents reporting that there is an increased awareness of how to stay safe online.