



Online Safety



INTENT

At Pitmaston, we recognise that advances in technology have become an integral part of everyday life. It is our intention to equip children with the strategies they need to become resilient to online challenges they might face, educating pupils to deal with situations that may occur within a safe supporting environment. Our online safety curriculum is designed to teach children how to be good digital citizens, recognising appropriate and inappropriate actions and what they need to do if they feel they or a friend are at risk of harm. Through teaching Online Safety, we aim to equip the children with the skills and understanding needed to become responsible, competent, confident and creative users of information and communication technology.

Here at Pitmaston our ambitious, high quality and progressive curriculum starts in Nursery where children learn about being kind and saying no to strangers and then in Key Stage One the National Curriculum states that children should be taught *to 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* and in Key Stage 2 *use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.*

Substantive knowledge and disciplinary knowledge are deepened by the statutory content within the Relationships and Health Education where children are taught *how the principles of positive relationships also apply online* and provide the knowledge *to be able to make sensible decisions to stay safe online*. Through Health Education, children learn about the *benefits of rationing time spent online and the risks of excessive use of electronic devices*.

Due to the ever changing nature of the digital technologies, this curriculum is kept in line with DfE changes in safeguarding practice including Keeping Children Safe in Education.

IMPLEMENTATION

At Pitmaston we have adopted the Project Evolve's curriculum, developed by the South West Grid for Learning, which we feel provides an extensive and up to date scheme of work that extends children's knowledge beyond the National Curriculum guidance. This structured and progressive scheme begins in Year 1 with the Early Years Foundation Stage using the Development Matters curriculum to provide the early components for future learning.

The curriculum is organised into eight themes and one theme is taught each month across school.

September	Recap of previous years' learning through a start of year quiz and setting expectations (code of conduct).
October	Online Bullying and this links with the National Anti-bullying week- what to do if they are involved in a bullying situation and the impact it can have on themselves and their friends.
November	Self-image and Identity - to explore their digital lives looking at the differences between their online and off line identity.
December	Health, Well-being and Lifestyle - to know the rules to keep us safe using technology including age restrictions on games and why they are there. Understand why we might need to have a time limit when using technology.



January	Privacy and Security- managing our online information and keeping it secure from risks such as identify thieves and phishing.
February	Safer Internet Day- this theme changes each year and is coordinated by the UK Safer Internet Centre.
March	Online Reputation- learning about the information we put online about ourselves and how this is permanent and could impact us in the future.
April	Copyright and Ownership- the understanding that other people's work belongs to them and we need to ask permission to use it and credit them.
May	Online Relationships- recognising who we talk to and can trust online, including learning about the risks of taking and sharing nudes and semi nudes in Year 5 and 6.
June	Managing Online Information- how we can find information online and make decisions about whether it is misinformation or information we can trust.
July	End of year quiz to check and retrieve substantive knowledge taught over the year.

The whole school approach to teaching and learning online safety involves a discussion of key questions from Project Evolve's PowerPoint, scenario discussions and group activities. This learning is recorded by the class Cyber Buddy who note down the key questions, facts they found interesting and a summary of the activities they took part in.

Assessment for learning takes place throughout the lesson and teachers make a judgement about each pupils' understanding. Where gaps in knowledge are found or misconceptions identified, teachers will re-teach small groups of children, supported by the subject lead for Online Safety.

Our teachers consider the needs of all learners in their provision. In line with our Inclusion Policy, all pupils will have access to learning activities with the consideration of language and appropriate resources for children with SEND. This will include the pre-teaching of vocabulary.

IMPACT

Class teachers assess children's substantive and disciplinary knowledge monthly and this is recorded on our whole school Online Safety Tracker. This in turn supports the subject leader to tailor the curriculum, provide additional support for groups of pupils, resulting in better outcomes for all our pupils.

By using the scenarios children have practised, in a safe environment, how to recognise and deal with the risks that they will come across as online users in the future. They develop the language, tools and strategies to keep themselves and seek appropriate help for themselves or their friends.

The successful curriculum design results in pupils developing a wealth of knowledge and a wide range of skills to enable them to make informed and safe choices, becoming resilient and mindful users of technology.