# Online-Safety Curriculum

Privacy and security

Digital Footprint and Reputation

Creative Credit, Copyright and Quality

Online Bullying, Relationships and Well-Being

## Online Bullying, Relationships and Well-Being

Pupils and students learn what to do if they are involved in an online bullying situation. They explore the roles people play and how individual actions – both negative and positive – can impact their friends and broader communities. Pupils and students are encouraged to take the active role of up stander and build positive, supportive online communities. They discuss their health and well-being in terms of technology impacting on their lifestyle.

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| **Online Bullying** | • I can describe ways that people can be unkind with devices: <br> -not sharing them <br> -taking photographs. <br><br> • I know who I can talk to when I am worried | • What is online bullying? <br><br> • What is bullying? <br><br> • I can describe ways that people can be unkind with devices: <br> -not sharing them <br> -taking photographs <br> -making unkind pictures/words <br><br> • I know who I can talk to when I am worried | • How does bullying happen online and how does it make you feel? <br><br> • Comments online that are: true/false <br> • Kind/unkind <br><br> • What to do if this happens? <br><br> • I know who I can talk to when I am worried. | • How does bullying happen online and how does it make you feel? <br> • Comments online that are true/false <br> • Kind/unkind <br> • Do you know who sent the comment? Real account/Fake account? <br> • What to do if this happens? <br><br> • I know who I can talk to when I am worried, including NSPCC/ Childline. | • How does bullying happen online and how does it make you feel? <br> • Excluding people from chats/groups <br> • What is a real friend online and an internet friend? <br> • What to do if this happens? <br> • I know who I can talk to when I am worried, including NSPCC/ Childline. | • How does bullying happen online and how does it make you feel? <br> • I can talk about my use of online gaming and inappropriate things I hear through voice headsets (swearing, personal questions). <br> • Know ways to communicate appropriately online. How do you talk to a friend by text message? <br> • I know I can block unwanted messages and people. <br> • I know services available to help me: Childline. <br> • I know there are 'report comment' buttons on public sites I use like YouTube. | • How does bullying happen online and how does it make you feel? <br> • What happens if you need help with relationships online? <br> • What happens when you receive negative messages online? <br> • What is a troll, what is the impact of trolling? <br> • I know how to capture bullying content as evidence (screen captures) <br> • I know I can block unwanted message and people. |
| **Relationship and Self Image** | • I can say how I might use a device with a friend. | • I can say how I might use a device to communicate with someone. <br> • I can discuss how someone should act when using the internet to communicate. How do I behave? What should I do if someone isn't doing the right thing? | • Understand that when I post a comment online it can be seen by many people. <br> • Understand that the online world can be a public place. | • Know that information given online and people you meet may not always be truthful. | • Why do we take selfies? What makes a good selfie? <br> • Respond appropriately with chats/comments online as you would face-to-face. | • What is photo software and discuss wider issues around 'photo-shopping' images. <br> • Know about airbrushing and become more discerning. | • To evaluate materials posted on social media sites (such as Tumblr that any user can see) <br> • Understand Live Video streams are unfiltered |
| **Well-Being and Lifestyle** | • I know adults at home set rules for me and my devices. <br> • I know I use devices at home differently to at school: <br> -Watching TV vs Making a Film <br> -Playing a game vs Painting a picture | • I can explain rules and routines for when it's ok to use devices at home and at school. | • I can give examples of when it's easy to spend lots of time using a device (watching YouTube, streaming, gaming etc). <br> I can suggest strategies to limit these times (just before bed) <br> I understand that in app purchases need permission from parents. | • I know why spending too much time gaming, streaming etc is an unhealthy use of time. | • I can describe when devices affect healthy sleep and plan my own strategies to promote healthy sleep. | • I know devices that can have a positive impact on my lifestyle (activity trackers) | • I can assess and action different strategies to limit the impact of technology on my health (night-shift mode, regular breaks, posture, sleep, exercise, diet) |

## Digital Footprint and Reputation

Pupils and students learn to protect their own privacy and respect others' privacy. Our digital world is permanent, and with each post pupils and students are building a digital footprint. By encouraging pupils and students to self-reflect before they self-reveal, they will consider how what they share online can impact themselves and others

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| **Digital Footprint and Reputation** | • Know that there's information about me online. E.G. Parents sharing pictures, blog posts. | • Look at the school website and photographs from school blogs. <br><br> • Know that parents can see these photographs. | • Understand the term 'digital footprint' <br><br> • Children know that photographs can be published online – and they have a right to say they don't want theirs posting. | • Understand the term 'digital footprint' <br> • Know what is ok to share online about yourself <br> • Who does your image belong to? When your photograph is taken, or you take a photograph of someone, who owns that image? | • To learn about the benefits of sharing information online but also learn the disadvantages <br> • Who does your image belong to? When your photograph is taken, or you take a photograph of someone, who owns that image? | • To learn about the benefits of sharing information online but also learn the disadvantages | • Map own digital footprint. What online tools do you use? <br> • Discuss risks and appropriate: <br> • Online games, YouTube, Minecraft. <br> • Who owns the images uploaded to social media? |

## Creative Credit, Copyright and Quality

Living in a "copy/paste" culture, pupils and students need to reflect on their responsibilities and rights as creators in the online spaces where they consume, create, and share information. From addressing plagiarism to piracy, pupils and students learn about copyright and fair use.

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| Creative Credit, Copyright and Quality | • I know work I make belongs to me.<br>• I know I need to name my work to show it is mine. | • I can explain why work that is made using ICT belongs to me (I.e. it is my idea)<br>• I name my digital work to show it belongs to me. | • I understand that things that appear on the internet belong to other people.<br>• I can say why it belongs to them. | • Recognise messages that say, 'you've won a prize' and understand if this is real or not.<br>• I know digital work I create belongs to me because the work was my idea, that I designed it. | • Recognise websites that have real, reliable sources and how websites like Wikipedia work.<br>• I know pictures and information I find online belongs to someone else, that it can hurt them if I use it without permission. | • Use creative commons search engines/filters for images.<br>• Do we have permission to use this image in our work?<br>• What is Fake News? Use fact tracking websites. | • Use creative commons search engines/filters for images.<br>• I know strategies to avoid copyright such as being inspired by an image I see online and creating my own to use myself.<br>• How are photographs used in Fake News? How sure are we that image is from that event? |

## Privacy and Security

Pupils and students learn strategies for managing their online information and keeping it secure from online risks such as identity thieves and phishing. They learn how to create strong passwords, how to avoid scams and schemes, and how to analyse privacy policies

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| Privacy and security | • Know that the internet has exciting places to go but there are rules to follow to be safe.<br>• What is personal information:<br>  o Name<br>  o Age<br>  o Town/Village<br>  o School<br>• Know who a trusted person is. | • Know what places online children should visit:<br>• CBBC, CITV, Kids section in App Stores<br>• What is personal information:<br>  o Name<br>  o Birthdate<br>  o Age<br>  o Address<br>• Know who trusted people are. | • To use 'for children' in search terms when researching online.<br>• I can explain what passwords are and use given password.<br>• I can explain who to trust with my personal information. | • To understand the function of a password<br>• To know how to make a more secure password<br>• I give reasons why I trust specific people with my personal information | • To understand the function of a password<br>• I can explain what makes a password strong.<br>• I know people can pretend to be other people online for pranks and jokes. | • Manage own passwords and create stricter passwords (at home or school)<br>• To know about spam and what form it takes (advertising, prizes etc).<br>• I know that people can pretend to be me online and post/share things I wouldn't like. | • Discuss how to manage posts and comments seen/made, friend requests, security and what closed/open profiles are.<br>• I know how to retrieve a lost password.<br>• Why you need to be 13+ for some services?<br>• I know that people can pretend to be others online for malicious reasons. |