

At Cambrai, we take our duty to ensure that our children are safe online seriously. As such, we carefully plan and map learning to ensure that all requirements of the RSE 2020 curriculum are addressed – and beyond.

Key Year Group Foci – From Purple Mash

Other Online Safety Foci linked to the PSHE curriculum are recorded on the Planning for Retention Documents for each year group.

Year 1	<ol style="list-style-type: none"> 1. To log in safely. 2. To start to understand the idea of 'ownership' of their creative work. 3. To understand the importance of logging out when they have finished.
Year 2	<ol style="list-style-type: none"> 1. To understand how we talk to others when they are not there in front of us (online etiquette) 2. To understand that information put online leaves a digital footprint or trail. 3. To begin to think critically about the information they leave online. 4. To identify the steps that can be taken to keep personal data and hardware secure.
Year 3	<ol style="list-style-type: none"> 1. To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. 2. For pupils to consider if what they read on websites is true? To look at a 'spoof' website. To create a 'spoof' webpage. 3. To think about why these sites might exist and how to check that the information is accurate. 4. To learn about the meaning of age restrictions symbols on digital media and devices. 5. To discuss why PEGI restrictions exist. 6. To know where to turn for help if they see inappropriate content or have inappropriate contact from others. 7. To learn how to use email safely. (3.5: Email Unit)
Year 4	<ol style="list-style-type: none"> 1. To understand how pupils can protect themselves from online identity theft. 2. Understand that information put online leaves a digital footprint or trail and that this can aid identity theft. 3. To identify the risks and benefits of installing software including apps. 4. To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. 5. To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. 6. To identify the positive and negative influences of technology on health and the environment. 7. To understand the importance of balancing game and screen time with other parts of their lives 8. To assess whether an information source is true and reliable. (4.7: Effective Searching Unit)
Year 5	<ol style="list-style-type: none"> 1. To gain a greater understanding of the impact that sharing digital content can have. 2. To review sources of support when using technology. 3. To review pupils' responsibility to one another in their online behaviour. 4. To know how to maintain secure passwords.

5. To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this.
6. To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online
7. To learn about how to reference sources in their work
8. To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.
9. Ensuring reliability through using different methods of communication

- Year 6**
1. Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location.
 2. Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon.
 3. Identify the benefits and risks of giving personal information and device access to different software.
 4. To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.
 5. To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.
 6. To begin to understand how information online can persist and give away details of those who share or modify it.
 7. To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.
 8. To identify the positive and negative influences of technology on health and the environment.

RSE and Health Education Mapping

Ensuring all areas connected to e-safety are addressed

	Included in online safety programme for this year group (above)
P	Included in online safety programme for this year group (above) and this year group's PSHE curriculum units
P	Included in this year group's PSHE curriculum units

Online Relationships <i>Pupils should know</i>	Year Group Covered					
	1	2	3	4	5	6
that people sometimes behave differently online, including by pretending to be someone they are not.			P		P	
that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous.						
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.						

how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.			P		P	
how information and data is shared and used online.						

Being Safe <i>Pupils should know</i>	Year Group Covered					
	1	2	3	4	5	6
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	P	P	P	P	P	
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	P	P	P		P	P

Mental Wellbeing <i>Pupils should know</i>	Year Group Covered					
	1	2	3	4	5	6
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.			P		P	
where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	P	P	P		P	P

Internet Safety and Harms <i>Pupils should know</i>	Year Group Covered					
	1	2	3	4	5	6
that for most people the internet is an integral part of life and has many benefits.						
about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing						
how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private						
why social media, some computer games and online gaming, for example, are age restricted						
that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health						
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted						
where and how to report concerns and get support with issues online.	P	P	P		P	P

This coverage does not include additional online safety work, such as safer internet day national foci, assemblies or reactive responses to national, local or school based issues.

Early Years links to online safety are included within the Progression in Information Technology documentation.