Appendix A: Online Safety breakdown – Cross-referenced with Relationships Education, Relationships and Sex Education (RSE) and Health Education

The key points highlighted in the document are all covered within the school's digital literacy program. Our school Online Safety Policy (2020) and Safeguarding Policy (2020) outline our expectations and procedures in further detail.

RSE Document page ref	Extract	Year group	Objective
Introduction – Page 9	8. Schools should be aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online. Where topics and issues outlined in this guidance are likely to be encountered by pupils online, schools should take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions.	All	Various – effective and safe decision making is revisited year on year throughout our digital literacy curriculum.

Introduction page - 9	9. More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminatingly. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online. Some platforms attract large numbers of users with similar, sometimes extreme, views, who do not welcome dissent or debate. Young people should be aware that certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes (i.e. to enable targeted advertising). In addition, criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. Schools should take these factors into account when planning teaching of these subjects and consider the overlap with their wider curriculum to ensure pupils know how to keep themselves and their personal information safe.	Year 4	They will understand that an adult need to know what they are doing online and understand how to report concerns, including cyberbullying.

Children begin to understand that any personal information they put online can be seen and used by others

They recognise that they can use online tools to collaborate and communicate with others and the importance of doing this responsibly, choosing age-appropriate websites |
| | | Year 5 | In Year 5 they will recognise the risks and rewards of using Internet communication tools and understand how to protect themselves and the devices they use.

Children will understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others. |
| | | Year 6 | In Year 6 children recognise their own right to be protected from the inappropriate use of technology by others and their responsibility to report concerns.

The children will recognise the appropriate online tools to collaborate and communicate with others, understanding how to protect themselves from cyberbullying or causing hurt to others, especially when using social networks (including online gaming communities) |

			Our Year 6 children will understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others.
Relationships education (Primary)- page 19	58. <mark>The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.</mark>	Year 3	Children will begin to understand that any personal information they put online can be seen and used by others.
		Year 4	Children begin to understand that any personal information they put online can be seen and used by others. They recognise that they can use online tools to collaborate and communicate with others and the importance of doing this responsibly.
		Year 5	Children will understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others.
		Year 6	In Year 6 children recognise their own right to be protected from the inappropriate use of technology by others and their responsibility to report concerns.

			Children will understand how to use social networking websites appropriately, keeping an adult informed about their online activity Our Year 6 children will understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others.
Relationships Education (Primary)- page 20	62. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.	EYFS Year 1 & Year 2 Year 3 Year 4 Year 5	Recognise the impact of good choices and consequences of wrong ones. Children will know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing. Children will understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying. They recognise that they can use online tools to collaborate and communicate with others and the importance of doing this responsibly, choosing age-appropriate websites. In Year 5 they will recognise the risks and rewards of using Internet communication tools and understand how to protect themselves and the devices they use.

		Year 6	They will learn how to make good choices when they present themselves online. The children will recognise the appropriate online tools to collaborate and communicate with others, understanding how to protect themselves from cyberbullying or causing hurt to others, especially when using social networks (including online gaming communities)
Managing difficult questions – Page 23	63. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. ==Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.==	EYFS Year 1 & Year2 Year 3	Children understand that they must ask an adult whether they can use a game or app. Children will know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing. Children will understand that an adult need to know what they are doing online. Children are taught the importance of safe search.

Relationships and Sex Education – Page 27	80. <mark>Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.</mark>	Various	Key aspect of digital literacy during online safety week. Taught throughout every year group in various different exercises around recognising risk.
		EYFS	Children know that information can be retrieved from computers and can tell an adult if what they see makes them feel worried.
		Year 1	They will begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences

Children will know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing. |
| Relationships and Sex Education – Page 27 | 81. <mark>Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours.</mark> A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships. | Year 5 | In Year 5 they will recognise the risks and rewards of using Internet communication tools and understand how to protect themselves and the devices they use. |
| | | Year 6 | In Year 6 children recognise their own right to be protected from the inappropriate use of technology by others and their responsibility to report concerns. |

Phisical Health and mental wellbeing (Primary)- Page 32	95. <mark>Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.</mark>	Year 4 & Year 5 Year 5 & Year 6	Children recognise the need to choose age appropriate games to play on their devices, and when to limit use Aspects of this are taught through visit to the e-safety aspect 'The Warning Zone' (life skills center). Pupils in Year 6 also engage with the thinkuknow program which highlights the importance of age restrictions.
Online relationships – Page 22	<u>Online relationships</u> Pupils should know • <mark>that people sometimes behave differently online, including by pretending to be someone they are not.</mark>	Various Year 1& Year 2 Year 6	Visits from the local police unit during e-safety week Recognise the difference between real and imaginary online experiences The warning zone – Online grooming

Online relationships – *Page 22*	**Online relationships** Pupils should know • <mark>that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</mark>	Year 4 Year 5 & Year 6	They recognise that they can use online tools to collaborate and communicate with others and the importance of doing this responsibly, choosing age-appropriate websites. Children will recognise the effect their writing or images might have on others. Children will understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others.
Online relationships – *Page 22*	**Online relationships** Pupils should know • <mark>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</mark>	EYFS Year 1 & Year 2 Year 3 & Year 4 Year 6	Children recognise who they can ask for help and know when they need help. Children will know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing. Children will understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying. Children will understand how to use social networking websites appropriately, keeping an adult informed about their online activity

Online relationships – Page 22	**Online relationships** Pupils should know • <mark>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</mark>	Year 1 & Year 2	They will begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences.
		Year 4	They recognise that they can use online tools to collaborate and communicate with others and the importance of doing this responsibly, choosing age-appropriate websites.
		Year 5	In Year 5 they will recognise the risks and rewards of using Internet communication tools and understand how to protect themselves and the devices they use.
		Year 6	The children will recognise the appropriate online tools to collaborate and communicate with others, understanding how to protect themselves from cyberbullying or causing hurt to others, especially when using social networks (including online gaming communities)
Online relationships – Page 22	**Online relationships** Pupils should know • <mark>how information and data is shared and used online.</mark>	EYFS	Children understand that they need to share equipment and take turns.
		Year 1 & Year 2	Our children will begin to understand what personal information is and who you can share it with, including the need to keep passwords private.
		Year 3 & Year 4	Children will begin to understand that any personal information they put online can be seen and used by others.
		Year 5	Children will understand the need to respect the rights of other users, and understand their own

			responsibility for information that is shared and how it may impact on others.
Internet safety and harms page - 33	<u>Internet safety and harms</u> Pupils should know • <mark>that for most people the internet is an integral part of life and has many benefits.</mark>	Various Year 1 & Year 2	Children at CTK are exposed to the many benefits of the internet through the use of our computing program. Children also have access to IPads and laptops which enable them to use the internet for research and other purposes. Children will recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time and make good choices about age appropriate activities.

Internet safety and harms page - 33	**Internet safety and harms** Pupils should know • <mark>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.</mark>	Year 1 & Year 2	Children will recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time and make good choices about age appropriate activities.
		Year 4	Children recognise the need to choose age appropriate games to play on their devices, and when to limit use
		Year 4	Children will recognise the effect their writing or images might have on others.
		Year 5 & Year 6	Children will understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others.
Internet safety and harms page - 33	**Internet safety and harms** Pupils should know • <mark>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.</mark>	Year 1 & Year 2	Our children will begin to understand what personal information is and who you can share it with, including the need to keep passwords private.
		Year 3	In Year 3 the children will recognise the need to keep personal information and passwords private. They will recognise the need for a secure password.
		Year 4	Children will recognise the effect their writing or images might have on others.
		Year 5 & Year 6	Children will understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others.

Internet safety and harms page - 33	**Internet safety and harms** Pupils should know • <mark>why social media, some computer games and online gaming, for example, are age restricted.</mark>	Various	Pupils in all year groups are taught about appropriate ages for playing various games and using different social media sites. This takes place through general computing lessons and there is a specific focus for Years 2-6 during online safety week.
		Year 4	They recognise that they can use online tools to collaborate and communicate with others and the importance of doing this responsibly, choosing age-appropriate websites
		Year 6	The children will recognise the appropriate online tools to collaborate and communicate with others, understanding how to protect themselves from cyberbullying or causing hurt to others, especially when using social networks (including online gaming communities)
Internet safety and harms page - 33	**Internet safety and harms** Pupils should know • <mark>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.</mark>	Various	See schools Anti bullying policy & school's online safety policy.
		Various KS2	Children are taught about bullying, cyber bullying and trolling through online safety week and PSHE lessons. They will understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying.
		Year 4	
		Year 6	In Year 6 children recognise their own right to be protected from the inappropriate use of technology by others and their responsibility to report concerns. The children will recognise the appropriate online tools to collaborate and communicate with others,

			understanding how to protect themselves from cyberbullying or causing hurt to others, especially when using social networks (including online gaming communities)
		Year 6	The warning Zone: • Online grooming • Cyber bullying and trolling
Internet safety and harms page - 33	**Internet safety and harms** Pupils should know • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.		

Internet safety and harms page - 33	**Internet safety and harms** Pupils should know • ==where and how to report concerns and get support with issues online.==	EYFS	Children recognise who they can ask for help and know when they need help.
		Year 1 & Year 2	Children will know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing.
		Year 4 & Year 3	They will understand that an adult need to know what they are doing online and understand how to report concerns, including cyberbullying.
		Year 6	In Year 6 children recognise their own right to be protected from the inappropriate use of technology by others and their responsibility to report concerns.