Istead Rise Primary School
Online Safety Curriculum Coverage

Content (engages with and/or is exposed to potentially harmful)	**Contact** (experiences and/or is targeted by potentially harmful)	**Conduct** (witnesses, participates in and/or is a victim of potentially harmful)	**Commerce** (risks such as online gambling, inappropriate advertising, phishing and or financial scams)
(Y2) To understand what information I should not post online. (Y2) To understand that not everything I see or read online is true. (Y3) To know that not everything on the internet is true: people share facts, beliefs and opinions online. (Y6) To know that a 'digital footprint' means the information that exists on the internet as a result of a person's online activity.	(Y1) To know that people you do not know on the internet (online) are strangers and are not always who they say they are. (Y3) To understand that the internet can affect your moods and feelings. (Y3) To know what social media is and that age restrictions apply. (Y4) To understand that technology can be designed to act like or impersonate living things. (Y5) To know different ways we can communicate online. (Y5) To understand some ways to deal with online bullying. (Y5) To know where I can go for support if I am being bullied online or feel that my health is being affected by time online. (Y6) To know what steps are required to capture bullying content as evidence.	(Y1) To know that you should tell a trusted adult if you feel unsafe or worried online. (Y1) To know that to stay safe online it is important to keep personal information Safe. (Y1) To know that 'sharing' online means giving something specific to someone else via the internet and 'posting' online means placing information on the Internet. (Y2) To know what the techniques are for creating a strong password. (Y3) To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.' (Y3) To know that privacy settings limit who can access your important personal information Information, such as your name, age, gender etc. (Y4) To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology. (Y4) To understand what behaviours are appropriate in order to stay safe and be respectful online	(Y4) To understand some of the methods used to encourage people to buy things online. (Y6) To know some common online scams.

		(Y5) To understand how online information can be used to form judgements (Y5) To know that apps require permission to access private information and that you can alter the permissions. (Y6) To understand that it is important to manage personal passwords effectively. (Y6) To understand what it means to have a positive online reputation.	
	Y1 Relationships Piece 4 – People who help us If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say. **KS1 Jigsaw Relationships** Being safe online Children learn to identify ways that some people might behave differently online and who to ask for help if they are worried; they also learn to recognise that not everything that is online is true, including who people say they are. **KS1 Jigsaw Healthy Me** Learning about the internet Children learn to identify ways that the internet can be used safely to find things out and communicate in everyday life, whilst also recognising that not everything that is online is true. **Year 6 Jigsaw Relationships Pieces 2-6 (Online safety lessons)** In these lessons	**Year 1 Jigsaw Celebrating Difference Pieces 3 & 4** Children learn about what bullying is and how it might feel to be bullied; they also identify who they can talk to if they are unhappy or being bullied and can Identify that bullying is sometimes about difference allows children to understand more and to decide not to bully. Children are empowered to know what is right and wrong and to look after themselves. This whole Puzzle reinforces the messages about tolerance, difference and similarity, and how to be a better friend, and how to deal with bullying if it arises. **Year 6 Jigsaw Relationships Pieces 5 & 6 (Online safety lessons)** Children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and well-being. Piece 6 focuses on the SMART rules and how to stay safe and happy online – and what to do if you don't feel safe. **Year 6 Jigsaw Relationships Piece 6 – Using technology** responsibly This lesson offers the opportunity for children to	

	on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities are being online, staying safe, and relationships with technology all make reference to online image and identity within these lessons. **Year 3 Jigsaw Relationships Piece 3 –** Keeping myself safe online Children learn and rehearse using strategies for keeping themselves safe online; they also learn who to ask for help if they are worried or concerned about anything online	learn to use technology positively and safely, so they can communicate respectfully. **Year 5 Jigsaw Relationships Piece 2** – Being in an online community This lesson covers the rights and responsibilities of being online, and how an online community can help or hinder an individual.	