



**Woodlea Primary School
Online Safety Curriculum**

Reviewed by	Head and Governing Body
Reviewed in	Autumn 2024
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Next Review date	Autumn 2026

Introduction

Online/E-Safety is an important aspect of our computing, PSHE and safeguarding at Woodlea. Through lessons, visitors, experiences and dedicated theme weeks to Online Safety, we equip children with the skills and knowledge to keep them safe whilst online. This includes spotting dangers and threats to their safety, but also their mental wellbeing associated with online activity (including, but not limited to, social media).

Safeguarding

Safeguarding against all potential threats to safety, including online, is a key priority for Woodlea Primary School. We firstly address this through the PSHE curriculum (as mentioned above) but we also dedicate time in our school year to focus on Online safety as a whole school. This is achieved by our annual Online safety week in the Spring term. Children will have assemblies on Online safety for that week, have specific PSHE lessons on Online safety and will share their learning with the whole school at the end of the week in a sharing and reflective assembly.

As part of our Online safety message, we equip children with a whole school mantra of ‘Zip it, Block it, Flag it’ as an easy to remember but essential tool to keep children safe online from inappropriate content. (See Appendix B)

Not only do we have our own Woodlea tailored assemblies on Online safety, but we invite the NSPCC in yearly to do a safeguarding assembly and workshop with the children which includes online abuse as a strand of what they cover.

PSHE – SCARF

As part of our PSHE curriculum, delivered through Coram’s SCARF scheme, we address Online safety and issues associated through online activity in the lessons covered. We create strong links between the real world and virtual world and apply good social practices to all settings. See Appendix A for a break down in where lessons appear in our SCARF programme.

Computing

Our ‘Teach Computing’ curriculum also supports the PSHE curriculum with addressing Online safety. This includes looking at how the internet is used, which information is reliable/appropriate and exploring different methods of online communication and how to keep safe. (See Appendix C)

Appendix A:

A breakdown of the SCARF Curriculum and which lessons address Online safety in some form. A full break down of SCARF can be found with our PSHE policy.

Key: OR = Online Relationships,

ISH= Internet Safety and harms

Year 1		
Unit: Keeping Myself Safe		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
RR8,ORI-5, BSI, 2, 6 ISH 1, 3, 5, 7	Sharing pictures	<ul style="list-style-type: none">•Start thinking about how to stay safe online, including safety around sharing images;•Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.

Year 2		
Unit Rights and Responsibilities		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
OR 1-5 BS 1, 2, 6 ISH 1, 2, 3, 5, 7	Playing games	<ul style="list-style-type: none">•Know the importance of keeping personal information private, when online and only talking to people they know in real life;•Know that they can tell an adult they trust if anything happens that makes them worried.

Year 3		
Unit Me and My relationships		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
ISH4	As a rule	<ul style="list-style-type: none"> • Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules.
Unit Valuing Differences		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
FPC3, RR1, RR2, RR6, OR2, MW8, ISH5	Let's celebrate our differences	Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult).
RR1, RR2, RR3, RR5, RR6, RR7, OR2, MW8, ISH5	Zeb	Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.
Unit Keeping Myself Safe		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
OR3, OR4, OR5, HE1, HE3, HE6	Super Searcher	<ul style="list-style-type: none"> • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online.
OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7	None of your business!	<ul style="list-style-type: none"> • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.

OR5, BS1, BS6, ISH2, ISH6	Raisin Challenge (1)	<ul style="list-style-type: none"> • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions.
Unit Rights and Responsibilities		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
OR4, ISH6	Recount task	Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language.
Unit Being My Best		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
ORI	I am fantastic!	<ul style="list-style-type: none"> • Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves; • Explain why some groups of people are not represented as much on television/in the media.
Unit Growing and Changing		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
CF1, CF2, CF5, OR2	Relationship Tree	<ul style="list-style-type: none"> • Identify different types of relationships; • Recognise who they have positive healthy relationships with.

Year 4		
Unit Me and My relationships		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
CF2, CF4, CF5, RR1, RR4, RR5, OR1, OR2, HE3	Ok or not ok? (2)	Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend.
RR1, RR6, MW8, ISH5	Under pressure	Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.
Unit Valuing Differences		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, OR2, OR4	Can you sort it?	Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
RR7, OR5, ISH2, ISH5, ISH6	That is such a stereotype!	Understand and identify stereotypes, including those promoted in the media.
Unit Keeping Myself Safe		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
OR4, BS4, BS5, ISH2, PHF3, HE3, DAT1, HP2	Danger, risk or hazard?	Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk.
OR3, OR5, ISH3, ISH5	Picture Wise	Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent.
CF5, RR4, RR6, OR2, BS1, BS6, MW4	How dare you!	Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares.
OR5, BS1, ISH2, ISH6	Raisin Challenge (2)	Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.

Unit Rights and Responsibilities		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
RR3, RR5, OR2, OR3, BS2	How do we make a difference?	Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process.
RR3, OR4, OR5, ISH2, ISH6, ISH7	In the news!	Define the word influence; Recognise that reports in the media can influence the way they think about an topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
Unit Being My Best		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
CF2, RR1, OR4	Making choices	Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.

Year 5		
Unit Me and My relationships		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
OR2, OR3, MW8	Communication	<ul style="list-style-type: none"> •Understand that online communication can be misinterpreted; •Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
Unit Valuing Differences		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5, BS1, ISH2, ISH3, ISH5, ISH6	Is it true?	<ul style="list-style-type: none"> •Understand that the information we see online either text or images, is not always true or accurate; •Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;

		<ul style="list-style-type: none"> • Understand and explain the difference sex, gender identity, gender expression and sexual orientation.
Unit Keeping Myself Safe		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
RR6, OR1, OR2, OR3, OR5, MW8, ISH5	Spot bullying	<ul style="list-style-type: none"> • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; • Recognise and describe the difference between online and face-to-face bullying.
OR1, OR2, OR3, OR4, BS1, BS4, ISH3, ISH5, ISH7	Play, Like, Share	<ul style="list-style-type: none"> • Reflect on what information they share offline and online; • Recognise that people aren't always who they say they are online; • Know how to protect personal information online.
ISH6, DAT1,	Smoking: what is normal?	<ul style="list-style-type: none"> • Understand the actual norms around smoking and the reasons for common misperceptions of these.
Unit Rights and Responsibilities		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
ISH6, PHF2, PHF3, HE1	What's the story?	<ul style="list-style-type: none"> • Identify, write and discuss issues currently in the media concerning health and wellbeing; • Express their opinions on an issue concerning health and wellbeing; • Make recommendations on an issue concerning health and wellbeing.
OR4, ISH6	Fact or opinion?	<ul style="list-style-type: none"> • Understand the difference between a fact and an opinion; • Understand what biased reporting is and

		the need to think critically about things we read.
Unit Being My Best		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
ISH4	Star qualities	Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.

Year 6		
Unit Me and My relationships		
DfE Statutory Requirements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
RR8, OR2, OR3, OR4, OR5, BS1, BS2, BS4, ISH1, ISH3, ISH4, ISH5, ISH7	It's a puzzle	<ul style="list-style-type: none"> • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology.
Unit Keeping Myself Safe		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
RR8, OR2, OR3, OR4, BS1, ISH4, ISH5	Thinking before you click!	Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread.
OR3, OR5, ISH3	Traffic lights	<ul style="list-style-type: none"> • Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology.
OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7	To share or not to share?	<ul style="list-style-type: none"> • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private

		online.
Unit Rights and Responsibilities		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
RR8, ORI, MW1, ISH4, ISH6	Fakebook Friends	<ul style="list-style-type: none"> • Know the legal age (and reason behind these) for having a social media account; • Understand why people don't tell the truth and often post only the good bits about themselves, online; • Recognise that people's lives are much more balanced in real life, with positives and negatives.
Unit Being My Best		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
FPC1, ORI, OR3, BS1, BS2, BS4, ISH6, CABI	What's the risk? (2)	<ul style="list-style-type: none"> • Identify risk factors in a given situation; • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; • Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.
Unit Growing and Changing		
DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title	SCARF Lesson Plan Learning Outcomes
RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CABI	I look great!	<ul style="list-style-type: none"> • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks.
RR1, RR4, RR7, ORI, ISH2, ISH5	Media manipulation	<ul style="list-style-type: none"> • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.

ORI, OR3, OR4, OR5, OR6, BS3, BS4, BS5	Pressure online	<ul style="list-style-type: none">• Understand the risks of sharing images online and how these are hard to control, once shared;• Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;• Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
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Zip it, Block it, Flag it!

We expect all children to be able to explain how they can keep themselves safe online. The UK Council for Child Internet Safety has developed the Click Clever Click Safe campaign based around 3 simple and easy to remember principles: Zip it, Block it, Flag it. Children will be taught these 3 principles and will be expected to explain what these mean in terms of their age and understanding.

	Zip it	Block it	Flag it
EYFS	We don't share our names, where we live and what school we go to. Online friends are still strangers	Switch off if you see something that upsets you.	Tell an adult if you see something online that upsets or scares you.
KS1 As EYFS and	We never meet up with someone we have met online. People online may not be who they say they are.	If someone is mean or sends nasty messages online, block them.	Tell someone you trust if anything upsets you or if someone asks to meet you.
LKS2 As EYFS, KS1 and	Always use a nick- name instead of your real name Use an avatar instead of your real picture. Keep personal stuff private. Think about what you put online.	Don't open attachments or messages from people you don't know.	If someone you know is being nasty to someone online, speak to a parent or a trusted adult about it.
UKS2 As EYFS, KS1, LKS2 and	We make sure our privacy settings are set to the highest level	Always delete emails from people you don't know, and don't open attachments or messages from people you don't know.	Report unkind or threatening content to external agencies such as CEOP or social media providers.

Appendix 3

Computing Curriculum – Areas addressing the internet. For full Computing curriculum, see Computing Policy.

Year 4 The internet	Year 5 Sharing information	Year 6 Internet communication
<p>To describe how networks physically connect to other networks</p> <p>To recognise how networked devices make up the internet</p> <p>To outline how websites can be shared via the World Wide Web (WWW)</p> <p>To describe how content can be added and accessed on the World Wide Web (WWW)</p> <p>To recognise how the content of the WWW is created by people</p> <p>To evaluate the consequences of unreliable content</p>	<p>To explain that computers can be connected together to form systems</p> <p>To recognise the role of computer systems in our lives</p> <p>To recognise how information is transferred over the internet</p> <p>To explain how sharing information online lets people in different places work together</p> <p>To contribute to a shared project online</p> <p>To evaluate different ways of working together online</p>	<p>To identify how to use a search engine</p> <p>To describe how search engines select results</p> <p>To explain how search results are ranked</p> <p>To recognise why the order of results is important, and to whom</p> <p>To recognise how we communicate using technology</p> <p>To evaluate different methods of online communication</p>