



Online Safety in our  
Computing and  
PSHE Curriculum



Queen's Park Curriculum Coverage for DfE - Teaching Online Safety in School (Document released 2019)

*This document shows how our Computing Online Safety Curriculum and our PSHE Curriculum supports keeping our children safe online.*

Harms and Risks

The potential harm or risk	Description	Curriculum area this is covered in at Queen's Park
Age restrictions	<p>Some online activities have age restrictions because they include content which is not appropriate for children under a specific age. Teaching could include:</p> <ul style="list-style-type: none"> <li>• that age verification exists and why some sites require a user to verify their age. For example, online gambling and purchasing of certain age restricted materials such as alcohol,</li> <li>• why age restrictions exist - for example, they provide a warning that the site may contain disturbing material that is unsuitable for younger viewers,</li> <li>• helping pupils understand how this content can be damaging to under-age consumers,</li> <li>• the age of digital consent the minimum age (13) at which young people can agree to share information and sign up to social media without parental consent under General Data Protection Regulations. Why it is important and what it means in practice.</li> </ul>	<p><b>PSHE</b> <b>Year 5: Relationships</b></p> <p>Children investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness.</p> <p><b>Computing: Online Safety Year 3:</b> children learn what social media is and that age restrictions apply</p>
Content: How it can be used or shared	<p>Knowing what happens to information, comments or images that are put online. Teaching could include:</p>	<p><b>Computing: Online Safety Year 6:</b> Children learn that their digital footprint means the</p>

	<ul style="list-style-type: none"> <li>• what a digital footprint is, how it develops and how it can affect future prospects such as university and job applications,</li> <li>• how cookies work,</li> <li>• how content can be shared, tagged and traced,</li> <li>• how difficult it is to remove something a user wishes they had not shared,</li> <li>• ensuring pupils understand what is illegal online, especially what may in some cases be seen as “normal” behaviours, for example youth-produced sexual imagery (sexting). This could include copyright, sharing illegal content such as extreme pornography or terrorist content as well as the illegality of possession, creating or sharing any explicit images of a child even if created by a child.</li> </ul>	<p>information that exists on the internet is a result of a person's online identity</p> <p><b>Computing: Online Safety Year 2</b> Children learn that they must ask permission before sharing online and that they have got a right to say no</p> <p><b>Computing: Online Safety Year 1</b> Children learn that sharing online means giving something specific to someone else via the internet and posting means placing information on the internet</p>
<p>Disinformation, misinformation and hoaxes</p>	<p>Some information shared online is accidentally or intentionally wrong, misleading, or exaggerated. Teaching could include:</p> <ul style="list-style-type: none"> <li>• disinformation and why individuals or groups choose to share false information in order to deliberately deceive,</li> <li>• misinformation and being aware that false and misleading information can be shared inadvertently,</li> <li>• online hoaxes, which can be deliberately and inadvertently spread for a variety of reasons,</li> <li>• explaining that the viral nature of this sort of content can often appear to be a stamp of</li> </ul>	<p><b>Computing: Online Safety Year 2</b> Children learn that not everything they see/read online is true</p> <p><b>Computing: Online Safety Year 4</b> Children learn about some of the methods used to encourage people to buy things online</p> <p>Children understand that technology can be designed to act</p>

	<p>authenticity and therefore why it is important to evaluate what is seen online,</p> <ul style="list-style-type: none"> <li>• how to measure and check authenticity online,</li> <li>• the potential consequences of sharing information that may not be true.</li> </ul>	<p>like or impersonate living things</p>
<p>Fake websites and scam emails</p>	<p>Fake websites and scam emails are used to extort data, money, images and other things that can either be used by the scammer to harm the person targeted or sold on for financial, or other gain.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> <li>• how to look out for fake URLs and websites,</li> <li>• ensuring pupils understand what secure markings on websites are and how to assess the sources of emails,</li> <li>• explaining the risks of entering information to a website which isn't secure,</li> <li>• what to do if harmed/targeted/groomed as a result of interacting with a fake website or scam email. Who to go to and the range of support that is available.</li> </ul>	<p><b>Computing: Online Safety Year 6</b> Children learn about some common online scams</p>
<p>Fraud (online)</p>	<p>Fraud can take place online and can have serious consequences for individuals and organisations. Teaching could include:</p> <ul style="list-style-type: none"> <li>• what identity fraud, scams and phishing are,</li> <li>• that children are sometimes targeted to access adults data, for example, passing on their parents or carers details (bank details, date of birth, national insurance number etc). Therefore there is a need to keep</li> </ul>	<p><b>Computing: Online Safety Year 2</b> Children learn techniques for creating a strong password</p> <p><b>Computing: Online Safety Year 6</b> Children learn about some common online scams</p>

	<p>everyone's information secure not just their own,</p> <ul style="list-style-type: none"> <li>• what "good" companies will and won't do when it comes to personal details, for example a bank will never ask you to share a password or move money into a new account</li> </ul>	<p>Children understand that it is important to manage personal passwords effectively</p>
<p>Password phishing</p>	<p>Password phishing is the process by which people try to find out your passwords so they can access protected content. Teaching could include:</p> <ul style="list-style-type: none"> <li>• why passwords are important, how to keep them safe and that others may try to trick you to reveal them,</li> <li>• explaining how to recognise phishing scams, for example those that seek to gather login in credentials and passwords,</li> <li>• importance of online security to protect against viruses (such as keylogging) that are designed to access/steal/copy passwords information,</li> <li>• what to do when a password is compromised or thought to be compromised.</li> </ul>	<p><b>Computing: Online Safety Year 2</b> Children learn techniques for creating a strong password</p> <p><b>Computing: Online Safety Year 6</b> Children learn about some common online scams</p> <p>Children understand that it is important to manage personal passwords effectively</p>
<p>Personal data</p>	<p>Online platforms and search engines gather personal data. This is often referred to as 'harvesting' or 'farming'. Teaching could include:</p> <ul style="list-style-type: none"> <li>• how cookies work,</li> <li>• how data is farmed from sources which look neutral, for example websites that look like games or surveys that can gather lots of data about individuals,</li> <li>• how, and why, personal data is shared by online companies. For example data being resold</li> </ul>	<p><b>Computing: Online Safety Year 6</b> Children learn about some common online scams</p> <p><b>Computing: Online Safety Year 3</b> Children learn to know that privacy settings limit who can access important personal information such as name, age, gender</p>

	<p>for targeted marketing by email/text (spam),</p> <ul style="list-style-type: none"> <li>• how pupils can protect themselves, including what to do if something goes wrong (for example data being hacked) and that acting quickly is essential,</li> <li>• the rights children have with regard to their data, including particular protections for children under the General Data Protection Regulations (GDPR),</li> <li>• how to limit the data companies can gather, including paying particular attention to boxes they tick when playing a game or accessing an app for the first time.</li> </ul>	<p><b>Computing: Online Safety Year 1</b> Children learn that to keep safe online, it is important to keep personal information safe</p> <p><b>Computing: Online Safety Year 2</b> Children learn what information they should not post online</p>
<p>Persuasive design</p>	<p>Many devices/apps/games are designed to keep users online for longer than they might have planned or desired. Teaching could include:</p> <ul style="list-style-type: none"> <li>• explaining that the majority of games and platforms are businesses designed to make money. Their primary driver is to encourage users to be online for as long as possible to encourage them to spend money (sometimes by offering incentives and offers) or generate advertising revenue,</li> <li>• how designers use notification to pull users back online.</li> </ul>	<p><b>Computing: Online Safety Year 4</b> Children learn that they can be distracted by technology and can identify when to limit the amount of time spent using technology</p>
<p>Privacy settings</p>	<p>Almost all devices, websites, apps and other online services come with privacy setting that can be used to control what is shared. Teaching could include:</p> <ul style="list-style-type: none"> <li>• how to find information about privacy setting on various sites, apps, devices and platforms,</li> <li>• explaining that privacy settings have limitations, for</li> </ul>	<p><b>Computing: Online Safety Year 5</b> Children learn that apps require permission to access private information and that you can alter the permission</p>

	<p>example they will not prevent someone posting something inappropriate.</p>	<p><b>Computing: Online Safety Year 3</b></p> <p>Children learn to know that privacy settings limit who can access important personal information such as name, age, gender</p>
<p>Targeting of online content Including social media and search engines</p>	<p>Much of the information seen online is a result of some form of targeting. Teaching could include:</p> <ul style="list-style-type: none"> <li>• how adverts seen at the top of online searches and social media feeds have often come from companies paying to be on there and different people will see different adverts,</li> <li>• how the targeting is done, for example software which monitors online behaviour (sites they have visited in the past, people who they are friends with etc) to target adverts thought to be relevant to the individual user,</li> <li>• the concept of clickbait and how companies can use it to draw people onto their sites and services.</li> </ul>	<p><b>PSHE - Healthy me unit of work Year 5:</b> The children investigate how body types are portrayed in the media, social media and celebrity culture.</p> <p><b>PSHE - Relationships unit of work Year 5:</b> children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking.</p> <p><b>Computing: Online Safety Year 5</b> Children learn that online information can be used to form judgements</p>

## How to stay safe online

The potential harm or risk	Description	Curriculum area this is covered in at Queen's Park
Abuse (online)	<p>Some online behaviours are abusive. They are negative in nature, potentially harmful and in some cases can be illegal. Teaching could include explaining about the types of online abuse including sexual, harassment, bullying, trolling and intimidation,</p> <ul style="list-style-type: none"> <li>• explanation of when online abuse can cross a line and become illegal, such as forms of hate crime and blackmail,</li> <li>• how to respond to online abuse including how to access help and support,</li> <li>• how to respond when the abuse is anonymous,</li> <li>• discussing the potential implications of online abuse, including implications for victims,</li> <li>• being clear what good online behaviours do and don't look like.</li> </ul>	<p>Anti-Bullying Week (whole school assembly, themed activities)</p> <p>Child friendly anti bullying policy written and shared by the School Ethos Council</p> <p>E safety week</p> <p>Adults model good practice regarding e-safety when using digital devices to support learning in any lesson across the curriculum</p> <p>Whole school internet policy</p> <p><u>Explicit teaching units:</u></p> <p>PSHE Celebrating difference - year 1 to year 6 (The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. They explore how children can be</p>



bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied.

We discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. Children discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. In year 6, they learn how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues.

**PSHE**

**Relationships - year 3** (Online relationships through gaming and apps are explored and

children are introduced to some rules for staying safe online.)

#### **PSHE**

**Relationships - year 5** (Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. The children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are

revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want)

#### **PSHE**

**Relationships - year 6** (They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.)

#### **PSHE Changing ME - Year 5**

(children reflect on how social media and the media can promote unhelpful comparison and how to manage this)

#### **PSHE Changing Me - Year 6** (They learn about different

		<p>relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. Sexting is covered in this unit).</p> <p><b>Computing: Online Safety Year 6</b> Children learn what steps are to capture bullying content as evidence</p> <p><b>Computing: Online Safety Year 5</b> To understand ways to deal with online bullying</p> <p><b>Computing: Online Safety Year 4</b> Children understand what behaviours are appropriate in order to stay safe and be respectful online</p>
Challenges	<p>Online challenges acquire mass followings and encourage others to take part in what they suggest. Teaching could include:</p> <ul style="list-style-type: none"> <li>• explaining what an online challenges and that while some will be fun and harmless,</li> </ul>	<p><b>PSHE - Dreams and Goals and Relationships</b> Concept of 'challenge' being positive and negative is taught</p>

	<p>others may be dangerous and or even illegal,</p> <ul style="list-style-type: none"> <li>• how to assess if the challenge is safe or potentially harmful, including considering who has generated the challenge and why,</li> <li>• explaining to pupils that it is ok to say no and not take part,</li> <li>• how and where to go for help if worried about a challenge,</li> <li>• understanding the importance of telling an adult about challenges which include threat or secrecy ('chain letter' style challenges).</li> </ul>	<p>from EYFS - Year 6.</p> <p><b>Computing: Online Safety Year 6</b> Children understand what it means to have a positive online reputation</p>
<p>Content which incites</p>	<p>Knowing that violence can be incited online and escalate very quickly into offline violence. Teaching could include:</p> <ul style="list-style-type: none"> <li>• ensuring pupils know that online content (sometimes gang related) can glamorise the possession of weapons and drugs,</li> <li>• explaining that to intentionally encourage or assist an offence is also a criminal offence,</li> <li>• ensuring pupils know how and where to get help if worried about involvement in violence.</li> </ul>	<p>PSHE Year 5 and Year 6 - 'Relationships' unit of work. What is a safe relationship online.</p> <p><b>Computing: Online Safety Year 3</b> Children learn that the internet can affect their moods and feelings</p>
<p>Fake profiles</p>	<p>Not everyone online is who they say they are. Teaching could include:</p> <ul style="list-style-type: none"> <li>• explaining that in some cases profiles may be people posing as someone they aren't (i.e. an adult posing as a child) or may be "bots" (which are automated software programs designed to create</li> </ul>	<p>PSHE Year 5 and Year 6 - 'Relationships' unit of work. What is a safe relationship online.</p> <p><b>Computing: Online Safety Year 4</b></p>

	<p>and control fake social media accounts),</p> <ul style="list-style-type: none"> <li>• how to look out for fake profiles. This could include o profile pictures that don't like right, for example of a celebrity or object, o accounts with no followers or thousands of followers; and o a public figure who doesn't have a verified account.</li> </ul>	<p>Children learn that technology can be designed to act like or impersonate living things</p>
<p>Grooming</p>	<p>Knowing about the different types of grooming and motivations for it, for example radicalisation, Child Sexual Abuse and Exploitation (CSAE) and gangs (county lines). Teaching could include:</p> <ul style="list-style-type: none"> <li>• boundaries in friendships with peers and also in families and with others,</li> <li>• key indicators of grooming behaviour,</li> <li>• explaining the importance of disengaging from contact with suspected grooming and telling a trusted adult; and</li> <li>• how and where to report it both in school, for safeguarding and personal support, and to the police.</li> </ul> <p>Where there are concerns about sexual abuse and exploitation these can also be reported to Click CEOP. See the NCA-CEOP Thinkuknow website for further information on keeping children safe from sexual abuse and exploitation. At all stages it will be important to balance teaching children about making sensible decisions to stay safe whilst being clear it is never the fault of a child who is</p>	<p>Year 5 and 6 - Relationships and Healthy Me Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use.</p> <p>Computing: Online Safety Year 1 To know that you should tell a trusted adult if you feel unsafe or worried online</p> <p>Computing: Online Safety Year 1 Children learn that people they do not know on the internet (online) are strangers and are not always who they say they are</p>

	<p>abused and why victim blaming is always wrong.</p>	<p>Computing: Online Safety Year 4 Children learn what behaviours are appropriate in order to stay safe and be respectful online</p>
<p>Live streaming</p>	<p>Live streaming (showing a video of yourself in real-time online either privately or to a public audience) can be popular with children but it carries risk when carrying it out and watching it. Teaching could include:</p> <ul style="list-style-type: none"> <li>• explaining the risks of carrying out live streaming. These include the potential for people to record live streams without the user knowing and content being shared without the user's knowledge or consent. As such pupils should think carefully about who the audience might be and if they would be comfortable with whatever they are streaming being shared widely,</li> <li>• online behaviours should mirror offline behaviours and considering any live stream in that context. Pupils shouldn't feel pressured to do something online that they wouldn't do offline. Consider why in some cases people will do and say things online that they would never consider appropriate offline,</li> </ul>	<p>PSHE - 'Relationships' Year 5 and Year 6 units of work linked to risks online</p> <p>Computing: Online Safety Year 6 Children understand what it means to have a positive online reputation</p> <p>Computing: Online Safety Year 2 - children understand the difference between online and offline</p> <p>Computing: Online Safety Year 4 Children learn to understand what behaviours are appropriate online</p>

	<ul style="list-style-type: none"> <li>• explaining the risk of watching videos that are being live streamed, for example there is no way of knowing what will come next and so this poses a risk that a user could see something that has not been deemed age appropriate in advance,</li> <li>• explaining the risk of grooming - see above for more on grooming.</li> </ul>	
Pornography	<p>Knowing that sexually explicit material presents a distorted picture of sexual behaviours. Teaching could include:</p> <ul style="list-style-type: none"> <li>• that pornography is not an accurate portrayal of adult sexual relationships,</li> <li>• viewing pornography can lead to skewed beliefs about sex and in some circumstances can normalise violent sexual behaviour,</li> <li>• that not all people featured in pornographic material are doing so willingly, i.e revenge porn or people trafficked into sex work.</li> </ul>	<p><b>PSHE</b> <b>Year 5:</b> <b>Relationships</b></p> <p>Children investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness.</p> <p><b>Computing: Online Safety Year 3:</b> children learn what social media is and that age restrictions apply</p>
Unsafe communication	<p>Knowing different strategies for staying safe when communicating with others, especially people they do not know/have never met. Teaching could include:</p>	<p><b>PSHE -</b> <b>'Relationships'</b> <b>Year 5 and Year 6 units of work</b> linked to risks online</p>



	<ul style="list-style-type: none"> <li>• explaining that communicating safely online and protecting your privacy and data is important regardless of who you are communicating with,</li> <li>• identifying indicators or risk and unsafe communications,</li> <li>• identifying risks associated with giving out addresses, phone numbers or email addresses to people you do not know or arranging to meet someone you have not met before,</li> <li>• explaining about consent online and supporting pupils to develop strategies to confidently say “no” to both friends and strangers online</li> </ul>	<p>Computing: Online Safety Year 1: Children know that the internet is many devices connected to one another</p> <p>Computing: Online Safety Year 2 Children learn what information they should not post online</p> <p>Computing: Online Safety Year 5 I know different ways I can communicate online</p>
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## Wellbeing

Potential harm or risk	Description	Curriculum area this is covered in at Queen's Park
Impact on confidence (including body confidence)	<p>Knowing about the impact of comparisons to 'unrealistic' online images. Teaching could include</p> <ul style="list-style-type: none"> <li>• exploring the use of image filters and digital enhancement,</li> <li>• exploring the role of social media influencers, including that they are paid to influence the behaviour (particularly shopping habits) of their followers,</li> <li>• looking at photo manipulation including discussions about why people</li> </ul>	<p>PSHE Relationships units of work EYFS - Year 6</p> <p>Computing: Online Safety Year 3 Children understand that the internet can affect their moods and feelings</p> <p>Computing: Online Safety Year 3</p>

	do it and how to look out for it	Children learn that not everything on the internet is true - photoshop and apps
Impact on quality of life, physical and mental health and relationships.	<p>Knowing how to identify when online behaviours stop being fun and begin to create anxiety, including that there needs to be a balance between time spent on and offline.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> <li>• helping pupils to evaluate critically what they are doing online, why they are doing it, and for how long (screen time). This could include reference to technologies that help them to manage their time online, monitoring usage of different apps etc,</li> <li>• helping pupils to consider quality vs quantity of online activity,</li> <li>• explaining that pupils need to consider if they are actually enjoying being online or just doing it out of habit, due to peer pressure or the fear of missing out,</li> <li>• helping pupils to understand that time spent online gives users less time to do other activities. This can lead to some users becoming physically inactive,</li> <li>• exploring the impact that excessive social media usage can have on levels of anxiety, depression and other mental health issues,</li> <li>• explaining that isolation and loneliness can</li> </ul>	<p><b>PSHE Healthy Me and Relationships units of work Year 5</b></p> <p>Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time.</p> <p><b>Computing: Online Safety Year 5</b></p> <p>Children learn to know where to go when their health is being affected online</p>

	<p>affect pupils and that it is very important for pupils to discuss their feeling with an adult and seek support,</p> <ul style="list-style-type: none"> <li>• where to get help.</li> </ul>	
Online vs. offline behaviours	<p>People can often behave differently online to how they would act face to face. Teaching could include</p> <ul style="list-style-type: none"> <li>• how and why people can often portray an exaggerated picture of their lives (especially online) and how that can lead to perfect/curated lives pressures,</li> <li>• discussing how and why people are unkind or hurtful online, when they would not necessarily be unkind to someone face to face.</li> </ul>	<p>PSHE Healthy Me and Relationships EYFS - Year 6</p> <p>Computing: Online Safety Year 2 Children understand the difference between online and offline behaviours</p> <p>Computing: Online Safety Year 3 Children understand that the internet can affect their moods and feelings</p>
Reputational damage	<p>What users post can affect future career opportunities and relationships - both positively and negatively Teaching could include</p> <ul style="list-style-type: none"> <li>• looking at strategies for positive use,</li> <li>• how to build a professional online profile</li> </ul>	<p>Teaching units of work: Relationships Year 1 - Year 6</p> <p>Computing: Online Safety Year 6 Children understand what it means to have a positive online reputation</p> <p>Computing: Online Safety Year 2 Children understand what information I</p>

		should not post online
Suicide, self-harm and eating disorders.	<p>Pupils may raise topics including eating disorders, self-harm and suicide.</p> <p>Teachers must be aware of the risks of encouraging or making these seem a more viable option for pupils and should take care to avoid giving instructions or methods and avoid using emotive language, videos or images. Guidance on teaching about mental health and emotional wellbeing provides useful support for teachers in handling this material.</p>	<p>PSHE Healthy Me unit of work from EYFS - Year 6</p> <p>Particularly this unit of work in Year 5:</p> <p>The children investigate how body types are portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.</p> <p>Computing: Online Safety Year 3</p> <p>Children learn that not everything they see online is true</p> <p>Children learn that being online can affect their moods and feelings</p>