

E-Safety and Prevent

Scheme of Work Policy (Gooseberry Planet)

Reviewed May 2021 To be reviewed September 2022

Aims

At Hatchell Wood Primary Academy, we ensure that the safety of our children is everyone's top priority. With the ever-expanding access to the internet and the potential risks that this can pose, e-safety is taught as an essential part of our safeguarding curriculum. We enable children to acquire the knowledge and skills needed to be able to use the internet accordingly, but with minimal risk, whilst ensuring they have the necessary skills to be able to identify when they could be in potential danger and what to do about this.

Running alongside a progressive curriculum that teaches children how to keep themselves safe from potential threats of other internet users, we deliver sessions that include messages that link to the Prevent Strategy. Potential risks associated with being radicalised whilst accessing the internet are covered within this scheme of work, ensuring that every e-safety aspect is delivered to our pupils.

Gooseberry Planet

The scheme of work that we deliver on a rolling programme is Gooseberry Planet. Gooseberry Planet links to the ICT curriculum, PSHE curriculum, RSE and Health Education as well as the UKCISS framework and takes Keeping Children Safe In Education 2020 into account, ensuring that our pupils have the most relevant lessons delivered to them.

Gooseberry Planet is designed to educate children, teachers and parents about the dangers online through game based learning. The software is intended to be used both in schools and at home: it offers a child centred and coordinated approach to safeguarding.

This scheme of work is delivered from Reception through to Year 6, though a progressive model whereby age appropriate, specific themes are delivered to the children which are developed throughout each year group.

The themes, taken from the UKCCIS framework that are developed throughout Reception to Year 6 are;

- Self-Image & Identity
- Online Relationships
- Online Reputation
- Online Bullying
- Managing Online Information
- Health, wellbeing and lifestyle
- Privacy & Security
- Copyright & Ownership

Knowledge Based Curriculum

The knowledge derived from each of the themes are as follows;

Online Relationships

Children explore how technology shapes communication styles and will be able to identify strategies for positive relationships in online communities. They will have opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

Self-image and Identity

Children explore the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. Children will identify effective routes for reporting and support, and explore the impact of online technologies on self-image and behaviour.

Managing Online Information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evacuation and ethical publishing,

Privacy and Security

Children explore how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

Online Reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.

Health, Wellbeing & Lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

Copyright and Ownership

Children will focus on ownership of online content. They will explore strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

Online Bullying

Children will explore bullying and other online aggression and how technology impacts those issues. They will look at strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

Skills Taught

The skills that are taught in order for the children to keep themselves safe are as follows;

Personal effectiveness

- 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
- 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
- 3. Resilience (including self-motivation, perseverance and adaptability)
- 4. Self-regulation (including promotion of a positive, growth mind-set¹ and managing strong emotions and impulses)
- 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
- 6. Self-organisation (including time management)
- 7. Strategies for identifying and accessing appropriate help and support
- 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and reevaluating values and beliefs in the light of new learning, experiences and evidence
- 9. Recalling and applying knowledge creatively and in new situations
- 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy an self respect)

Managing risk and decision making

1. Identification, assessment (including prediction) and management of positive negative risk to self and others

- Knowledge of when to disclose
- Digital self awareness skills
- Digital literacy skills
- Risk analysis skills
- Security analysis skills
- Malware analysis skills
- Intrusion detection skills
- Risk assessment skills
- Communication security
- Password security skills
- 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
- 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
- 4. Assessing the validity and reliability of information
- 5. Identify links between values and beliefs, decisions and actions
- 6. Making decisions

Interpersonal and social effectiveness

1. Empathy and compassion (including impact on decision-making and behaviour)

2. Respect for others' right to their own beliefs, values and opinions

3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')

4. Skills for employability, including

-Active listening and communication (including assertiveness skills)

- Team working

-Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)

- Leadership skills
- -Presentation skills

5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)

- 6. Recognising, evaluating and utilising strategies for managing influence
- 7. Valuing and respecting diversity
- 8. Using these skills and attributes to build and maintain healthy relationships of all kinds

Examples of the type of potential issues that are taught to the children are as follows;

- Clickjacking
- Phishing
- Sexual exploitation & grooming
- Emailing & live gaming
- Webcams & live streaming
- Social networking & people online
- Meeting up & chat rooms
- Online bullying
- Downloading apps
- Location sharing
- Online Gaming
- Fake news

Curriculum Overview

Appendix 1, 2 and 3 highlight how our pupils are introduced to the various themes, alongside the curriculum statements linked to the ICT/Computing curriculum, RSE and Health Education and the UKCISS framework.

(Please see Appendix 1, 2 and 3)

Safeguarding Curriculum: Overview of Knowledge

RSE & Health Education Curriculum	UKCCIS Framework	Computing/ICT Curriculum
Online Relationships	Self-Image & Identity	People Online
-	Online Relationships	Personal Information
	Online Reputation	Perfect Passwords
	Online Bullying	Fake Profiles
	Managing Online Information	Selfie Safe
	Health, Wellbeing & Lifestyle	Share Safely
	Privacy & Security	Webcam Wise
	Copyright & Ownership	Online Bullying
Caring Friendships	Self-Image & Identity	People Online
caring Friendships	Online Relationships	Fake Profiles
	-	
	Online Reputation	Selfie Safe
	Online Bullying	Share Safely
	Managing Online Information	Webcam Wise
	Health, Wellbeing & Lifestyle	Online Bullying
	Privacy & Security	
Respectful Relationships	Online Relationships	People Online
	Online Reputation	Personal Information
	Online Bullying	Fake Profiles
	Health, Wellbeing & Lifestyle	Selfie Safe
	Privacy & Security	Share Safely
		Webcam Wise
		Online Bullying
Being Safe	Self-Image & Identity	People Online
Dellig Sale	Online Relationships	Personal Information
	-	Perfect Passwords
	Online Reputation	
	Online Bullying	Fake Profiles
	Managing Online Information	Selfie Safe
	Health, Wellbeing & Lifestyle	Share Safely
	Privacy & Security	Webcam Safe
		Online Gaming
Mental Wellbeing	Self-Image & Identity	Fake Profiles
	Online Relationships	Share Safely
	Online Bullying	Online Bullying
	Managing Online Information	
	Health, Wellbeing & Lifestyle	
	Privacy & Security	
Internet Safety & Harms	Self-Image & Identity	People Online
	Online Bullying	Personal Information
	Managing Online Information	Perfect Passwords
	Health, Wellbeing & Lifestyle	Fake Profiles
	Privacy & Security	Selfie Safe
		Share Safely
		Webcam Safe
		Online Bullying
		Online Gaming
		Download Appropriately
Health & Prevention	Self-Image & Identity	People Online
	Managing Online Information	Personal Information
	Health, Wellbeing & Lifestyle	Perfect Passwords
	Privacy & Security	

Progressive Curriculum

The following is an example of how the teaching of the theme 'People Online' is delivered in a progressive way across Reception through to Year 6.

Knowledge	Progression
-	
Online Relationships	Reception – People Online UKCISS Framework – Online Relationships
Children explorehow	I can recognise some ways in which the internet can be used to communicate.
technologyshapes	I can give examples of how I (might) use technology to communicate with people I knowUKCISS
communication styles	Framework – Self-Image and Identity
and will be able to	I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks meto do
identify strategies for	something that makes me feel sad, embarrassed or upset.
positive relationships	I can explain how this could be either in real life or online. UKCISS framework – Managing Online
in online communities.	Information
They will have	I can talk about how I can use the internet to find things out.
opportunities to	I can identify devices I could use to access information on the internet.
discuss relationships	I can give simple examples of how to find information (e.g. search engine, voice activatedsearching).
and behaviours that	Year 1 – People Online <u>Computing/ICT curriculum</u>
may lead toharm and how positive online	To recognise common uses of information technology beyond school. <u>RSE Curriculum & Health</u> Education Statutory Guidance
interaction can	People sometimes behave differently online, including by pretending to be someone theyare not.
empower and amplify	UKCISS Framework- Online Relationships
voice.	I can explain why it is important to be considerate and kind to people online. I can use the internet
	with adult support to communicate with people I know. UKCISS Framework – Self- Image and Identity
	I can recognise that there may be people online who could make me feel sad, embarrassedor upset.
	If something happens that makes me feel sad, worried, uncomfortable or frightened I can give
	examples of when and how to speak to an adult I can trust.
	UKCISS Framework – Managing Online Information I can use the internet to find things out.
	I can use simple keywords in search engines.
	I can describe and demonstrate how to get help from a trusted adult or helpline if I find contentthat makes me feel sad, uncomfortable worried or frightened.
	Year 2 – People Online
Self-image and	Computing/ICT curriculum
<u>Identity</u>	To recognise common uses of information technology beyond school.
Children and and the	To use technology safely and respectfully, keeping personal information private; identify where to go
Children explore the differences between	for help and support when they have concerns about content or contact on the internet orother online
online and offline	technologies. RSE Curriculum & Health Education Statutory Guidance
identity beginning	People sometimes behave differently online, including by pretending to be someone they are not. The
with self-awareness,	rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and
shaping online	how to report them.
identities and how	Where to get advice from e.g. family, school and/or other sources.
media impacts on	That for most people the internet is an integral part of life and has many benefits. <u>UKCISS Framework-</u>
gender and	Online Relationships
stereotypes.	I can give examples of how I might use technology to communicate with others I don't know well.
Children will	I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country).
identify effective routes for reporting	SChool/ country). UKCISS Framework – Self-Image & Identity
and support, and	I can explain how other people's identity online can be different to their identity in real life. I can
explore theimpact of	describe ways in which people might make themselves look different online
onlinetechnologies on	I can give examples of issues online that might make me feel sad, worried, uncomfortable or
self-image and	frightened;I can give examples of how I might get help.
behaviour.	UKCISS Framework – Managing Online Information
	Lean use keywords in search engines
	I can use keywords in search engines.

back buttons; links, tabs and sections). I can explain what vice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are itrue' or 'real'. I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are imaginary, 'made up' or 'make believe' and things that are imaginary, 'made up' or 'make believe' and things that are imaginary, 'made up' or 'make believe' and things that are imaginary, 'made up' or 'make believe' and things that are imaginary, 'made up' or 'make believe' and things the the information in the internet or other online technology sheep the internet's that the internet or other online including by protein the internet or other online technologies. Managing Online information is found, 'more the have concerns about content or contact on the internet or other online trutes and principles for keeping safe online, including by pretending to be someone they are not. The rules and principles for keeping safe online, including by pretending to be someone they are not. The rules and principles for keeping safe online, including by pretending to be someone they are not. The rules and principles for keeping safe online, including by pretending to be someone they are not. The rules and principles for keeping safe sonline, including trutes in the internet on allow to critically consider their online friendships and sources of information including awareness of therisk associated with people they have never: met. White 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 orability. I can explain what is wea		
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can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are imaginary, 'made up' or 'make believe' and things that are imaginary, 'made up' or 'make believe' and things that are imaginary, 'made up' or 'make believe' and things the information I can explain why some information I find online may not be true. Year 3 – People Online –Friend of a finand Managing Online Information Computing/ICT curriculum To recognise common uses of information technology beyond school. To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online information is found, viewed and interpreted. It offers startaejies for for most people the internet is an integral part of life and has many benefits. Where to get advice from e.g., family, school and/or other sources. evacuation and to rotifke their online finedships and sources of information including awareness of therisks associated with people they have never met. Where and how to seek support including recognise, fisks, frame, building, and harassment cantake place, which can have a negative impact on mental health. UKCKS Framework - Online Relationships I can explain why 1 can take back my trust in someone on something if 1 feel nervous, uncomfortable or worried. I can explain how my and other people's feelings; can be hard what information I can trust them with. I can explain why 1 should be careful who I trust online and what information including some or something if 1 feel nervous, uncomfortable or worried. <		
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I can explain why some information I find online may not be honest, accurate or legal.

I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can
assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).
Year 6 – People Online
Computing/ICT curriculum
To recognise common uses of information technology beyond school.
To use technology safely and respectfully, keeping personal information private; identify where to go
for help and support when they have concerns about content or contact on the internet or other
online technologies. RSE Curriculum & Health Education Statutory Guidance
People sometimes behave differently online, including by pretending to be someone they are not. The
rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and
how to report them.
That for most people the internet is an integral part of life and has many benefits. Where to get advice
from e.g. family, school and/or other sources.
How to critically consider their online friendships and sources of information including awareness of
the risks associated with people they have never met.
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.)
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.
UKCISS Framework- Online Relationships
I can show I understand my responsibilities for the well-being of others in my online social group.
I can explain how impulsive and rash communications online may cause problems (e.g. flaming,
content produced in live streaming).
I can demonstrate how I would support others (including those who are having difficulties) online. I can
demonstrate ways of reporting problems online for both myself and my friends.
UKCISS Framework – Self-Image & Identity
I can describe ways in which media can shape ideas about gender.
I can identify messages about gender roles and make judgements based on them.
I can challenge and explain why it is important to reject inappropriate messages about gender online.
I can describe issues online that might make me or others feel sad, worried, uncomfortable or
frightened. I know and can give examples of how I might get help, both on and offline.
I can explain why I should keep asking until I get the help I need. UKCISS Framework – Managing Online
Information
I can use search technologies effectively.
I can explain how search engines work and how results are selected and ranked.
I can demonstrate the strategies I would apply to be discerning in evaluating digital content. I can
describe how some online information can be opinion and can offer examples.
I can explain how and why some people may present 'opinions' as 'facts'.
I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter
these online (e.g. advertising and 'ad targeting').
I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can
explain why using these strategies are important.
I can identify flag and report inappropriate content.

Links with other policies

Staff at Hatchell Wood Primary Academy have due regard for the statutory guidance linked to the safeguardingand protection of our pupils. The documents that have been taken into consideration when designing our curriculum are Keeping Children Safe in Education 2020, Working Together to Safeguard Children, 2018, the Prevent Strategy, 2015.

This policy should be read in conjunction with;

- Safeguarding policy
- Prevent policy
- Staff Code of Conduct policy