Hatchell Wood Primary Academy

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-set[1] 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 re-evaluating 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 Online Relationships Online Reputation Online Bullying Managing Online Information Health, Wellbeing & Lifestyle Privacy & Security Copyright & Ownership	People Online Personal Information Perfect Passwords Fake Profiles Selfie Safe Share Safely Webcam Wise Online Bullying
Caring Friendships	Self-Image & Identity Online Relationships Online Reputation Online Bullying Managing Online Information Health, Wellbeing & Lifestyle Privacy & Security	People Online Fake Profiles Selfie Safe Share Safely Webcam Wise Online Bullying
Respectful Relationships	Online Relationships Online Reputation Online Bullying Health, Wellbeing & Lifestyle Privacy & Security	People Online Personal Information Fake Profiles Selfie Safe Share Safely Webcam Wise Online Bullying
Being Safe	Self-Image & Identity Online Relationships Online Reputation Online Bullying Managing Online Information Health, Wellbeing & Lifestyle Privacy & Security	People Online Personal Information Perfect Passwords Fake Profiles Selfie Safe Share Safely Webcam Safe Online Gaming
Mental Wellbeing	Self-Image & Identity Online Relationships Online Bullying Managing Online Information Health, Wellbeing & Lifestyle Privacy & Security	Fake Profiles Share Safely Online Bullying
Internet Safety & Harms	Self-Image & Identity Online Bullying Managing Online Information Health, Wellbeing & Lifestyle Privacy & Security	People Online Personal Information Perfect Passwords Fake Profiles Selfie Safe Share Safely Webcam Safe Online Bullying Online Gaming Download Appropriately
Health & Prevention	Self-Image & Identity Managing Online Information Health, Wellbeing & Lifestyle Privacy & Security	People Online Personal Information Perfect Passwords

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 Children explorehow technologyshapes 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 toharm and how positive online interaction can empower and amplify voice.	Reception – People Online UKCISS Framework – Online Relationships I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I knowUKCISS Framework – Self-Image and Identity I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks meto do something that makes me feel sad, embarrassed or upset. I can explain how this could be either in real life or online.UKCISS framework – Managing Online Information I can talk about how I can use the internet to find things out. I can identify devices I could use to access information on the internet. I can give simple examples of how to find information (e.g. search engine, voice activatedsearching). Year 1 – People Online Computing/ICT curriculum To recognise common uses of information technology beyond school.RSE Curriculum & Health Education Statutory Guidance People sometimes behave differently online, including by pretending to be someone theyare not. UKCISS Framework- Online Relationships 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 InformationI 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 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 theimpact of onlinetechnologies on self-image and behaviour.	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 orother 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. Where to get advice from e.g. family, school and/or other sources. That for most people the internet is an integral part of life and has many benefits.UKCISS Framework- Online Relationships I can give examples of how I might use technology to communicate with others I don't know well. I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country). UKCISS Framework – Self-Image & Identity I can explain how other people's identity online can be different to their identity in real life.I can describe ways in which people might make themselves look different online I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened;I can give examples of how I might get help. UKCISS Framework – Managing Online Information I can use keywords in search engines.

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,	I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice 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 'true' or 'real'. I can explain why some information I find online may not be true.Year 3 – People Online –Friend of a friend 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 therisks 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 orability to control their emotions (including issues arising online.) That the internet can also be a negative place where online abuse, trolling, bullying and harassment cantake place, which can have a negative impact on mental health. UKCISS Framework- Online Relationships I can describe ways people who have similar likes and interests can get together online. I can give examples of technology specific forms of communication (e.g. emojis, acronyms, text speak).I can explain some risks of communicating online with others I don't know well. I can explain how my and other people's feelings can be hurt by what is said or written online. I can explain why I should be careful who I trust online and what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. I can explain what it means to 'know someone' online and why this might be different from knowing someonein real life. I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online' UKCISS Framework – Self-Image & Identity I can explain what is meant by the term 'identity'. I can explain how I can represent myself in different ways online. I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). UKCISS Framework – Managing Online InformationI can use key phrases in search engines. I can explain what autocomplete is and how to choose the best suggestion.I can explain how the internet can be used to sell and buy things. I can explain the difference between a 'belief', an 'opinion' and a 'fact'.Year 4 – 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 therisks 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 describe strategies for safe and fun experiences in a range of online social environments. I can give examples of how to be respectful to others online UKCISS Framework – Self-Image & Identity I can explain how my online identity can be different to the identity I present in 'real life.' Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. UKCISS Framework – Managing Online Information I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. Year 5 – 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 explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. I can describe some of the communities in which I am involved and describe how I collaborate with others positively. I can make positive contributions and be part of online communities. UKCISS Framework – Self-Image & Identity I can explain how identity online can be copied, modified or altered I can demonstrate responsible choices about my online identity, depending on context. UKCISS Framework – Managing Online Information I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence. I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'. I can explain what is meant by a 'hoax'. I can explain why I need to think carefully before I forward anything online. 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