



# The Rose Learning Trust

## Online Safety & Prevent Scheme of Work

### Whole-School Progression in e-Safety (developed from: [www.somersetelim.org](http://www.somersetelim.org) assessment grids)

Children can ...		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Stay SMART	Stay Kind	Stay Safe	Stay Critical	Stay Healthy	Stay Accountable
EYFS	F1	talk about ways in which they access technology and the internet	understand what is meant by 'kind' and 'unkind'	understand the difference between friends and strangers	recognise that unknown links and attachments might pose a risk	talk about what a 'healthy balance' means with regards to technology	talk about 'good manners' and their impact
	F2	talk about ways in which they access the internet, considering any risks they may have encountered	talk about how being 'kind' or 'unkind' makes people feel	understand the difference between friends and strangers online	tell an adult about something unexpected or worrying online	talk about how long they spend online ... considering if this is too long or not	recognise what is classed as 'polite' and what is not
KS1	Year 1	understand that whilst the internet offers positive opportunities there is also an element of risk	understand why it's important to be kind and polite	understand what personal information is and the importance of keeping passwords private	understand the need to tell an adult about something unexpected or worrying online	understand the importance of using age appropriate websites	agree and follow sensible e-Safety rules, understanding why this is important
	Year 2	understand the positive opportunities offered by the internet, as well as some of the risks involved	understand why it is important to be kind and polite in real life and online	understand that not everyone is who they say they are online, recognising the importance of keeping passwords and personal information private	understand the need to tell an adult about something unexpected or worrying online, recognising the importance of choosing age appropriate games, websites and apps	understand why they should only go online for a short amount of time	understand how to recognise the things that happen online which must be shared with an adult



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Lower KS2	Year 3	know that whilst the internet offers positive opportunities there is an element of risk	practise posting positive comments online	know what makes a secure password and why they are important, including protecting personal information when online	ask an adult before downloading files and games from the internet, recognising websites and games that are age appropriate	make good choices about how long to spend online	know how to use the safety features of key websites as well as how to report concerns to an adult
	Year 4	discuss that whilst the internet offers positive opportunities there is also an element of risk associated with online activity	comment positively and respectfully online and through text messages	choose a secure password and screen name when using a website, talking about ways they can protect themselves and others from harm online	understand the need to ask a trusted adult before downloading files and games from the internet, choosing websites, apps and games which are age appropriate	help friends to make good choices about the time they spend online	know that anything shared online can be seen by others and how to use the safety features of key websites, as well as who to report concerns to
Upper KS2	Year 5	explain how the internet offers positive opportunities - whilst identifying the associated element of risk	explain the importance of communicating kindly and respectfully	choose a secure password and screen name, knowing to protect these alongside other personal information	discuss the importance of choosing an age-appropriate website, app or game, as well as explaining the need to protect devices from harm	talk about the dangers of spending too long online or playing a game	explain the need to protect themselves and others, knowing the best ways to do this (inc: reporting concerns to an adult), as well as understanding that anything posted online can be seen, used and may affect others
	Year 6	explain how to make the most of the positive opportunities offered online, identifying how to limit the risks involved	explain the consequences of not communicating kindly and respectfully	protect passwords and other personal information; explaining the consequences of sharing too much about oneself online	protect devices from harm on the internet	explain the consequences of spending too much time online or on a game	support friends to protect themselves and make good choices online, including reporting concerns to an adult



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### Half-Termly Coverage

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Staying SMART	Staying Kind	Staying Safe	Staying Critical	Staying Healthy	Staying Accountable
e-Safety		Understanding why and when we need to be careful online	Understanding the 'real' nature of online relationships	Understanding the importance of online privacy and security	Understanding the limitations of online information	Understanding the impact of technology on our health and wellbeing	Understanding the effects of different online behaviours
Prevent & Safeguarding Agendas		What does 'being British' mean?	Identifying Racism	Grooming and child exploitation	Stereotypes and the media	Extremism and Radicalisation	Human Rights and Freedom of Speech
British Values		Developing our British Values	Rule of Law	Mutual respect <i>(inc. respect for self)</i>	Democracy	Tolerance of those of different faiths and beliefs	Individual Liberty
Events to consider		<ul style="list-style-type: none"> <li>National Inclusion Week</li> <li>Children in Need</li> <li>Remembrance Day</li> <li>Anti-bullying week</li> <li>Human Rights Day</li> </ul>		<ul style="list-style-type: none"> <li>LGBTQ History Month</li> <li>Safer Internet Day</li> <li>Anti-bullying Day</li> <li>Comic Relief</li> <li>National Happy Day</li> </ul>		<ul style="list-style-type: none"> <li>World Health Day</li> <li>School Healthy Week</li> <li>School Prize Night</li> <li>International Day of Friendship</li> <li>End of school year – Summer holidays</li> </ul>	



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How this scheme of work links to the EYFS and Primary Curriculums:

### **EYFS: *Development Matters***

- **Personal social emotional development: *Making Relationships***

Early Learning Goal, includes: *They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.*

- **Personal social emotional development: *Self Confidence and Self Awareness***

Early Learning Goal, includes: *They say when they do or don't need help.*

- **Personal social emotional development: *Managing Feelings and Behaviour***

Early Learning Goal, includes: *Children ... talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.*

- **Physical development: *Health and Self-care***

Early Learning Goal, includes: *Children ... talk about ways to keep healthy and safe.*

- **Understanding the world: *People and communities***

Early Learning Goal, includes: *They know about similarities and differences between themselves and others, and among families, communities and traditions.*

- **Understanding the world: *technology***

Early Learning Goal, includes: *Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.*



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The national curriculum for computing aims to ensure that all pupils are responsible, competent, confident and creative users of information and communication technology ...

#### **KS1: Computing POS**

- recognise common uses of information technology beyond school
- 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

#### **KS2: Computing POS**

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact