**Internet Safety and Harms – Curriculum Overview**

| Statutory | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ISH1 | To understand what is meant by 'private'. Link to Being Safe – secrets. | Idea of a conversation online – turn-taking, reply, being polite. Risks – being misunderstood, lack of facial gestures/tone. | Communicating online. To understand how we talk to others when they are not in front of us. To understand that information put online leaves a digital footprint. Identify steps to secure personal data. | Revisit Year 2 work. | Digital footprints. What is appropriate behaviour when participating in online projects and working collaboratively? | To review pupils' responsibility to one another in their online behaviour. Maintain secure passwords. Advantages/disadvantages and permissions of altering images. Appropriate/inappropriate texts, photographs and videos. Impact of sharing online. | Benefits/risks of broadcasting location of user. Benefits/risks of giving personal information and device access to different software. |
| 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. ISH2 | Link to work on mental wellbeing | | | Reinforce anti-bullying policy. Look at online bullying and importance of parental controls. | Discuss impact of negative online behaviour on mental health. Can be scared, worried, feel left-out. To understand that online abuse is never acceptable. How to seek help. | Discuss filtering on place on school devices and perhaps at home. Why? Understand what is meant by trolling and harassment online. This can mean horrid and provocative posts, unwanted images or other harmful behaviour. Look at laws around this. | Reinforce work in year 5 at appropriate level for year 6. Clear idea of appropriate online behaviour which can protect from dangers and online bullying. Understand boundaries for violent and sexual content, age-restrictions and what they should do if seen. |

| | | | | | | | Identify positive/negative influences on health and environment. |
|---|---|---|---|---|---|---|---|
| Why social media, some computer games and online gaming, for example, are age-restricted.<br>ISH3 | Discuss why it is important to have a grown-up with you when using the internet. | Share websites used at home. What games do they play? | Discuss what they understand by age-restrictions. Relate to driving, walking home alone, films and media. Why are these in place? | To learn the meaning of age-restriction symbols on digital media devices. Discuss why PEGI restrictions exist. | Discuss age-restrictions on social media platforms. Why 13+? Look at relevant laws. GDPR/COPPA | Look at social media platforms and age-restrictions on each. Why might this be? Ensure children understand the risks of using platforms. | Which sites have restrictions? Gambling sites etc. |
| How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.<br>ISH4 | To understand the difference between something that is true (factual) and something that is untrue (not factual). | To begin to understand that everything online is not necessarily true. Contrast 2 stories/reports online. | To begin to understand that some material online is designed to make money. Discuss adverts in games and at the side of search engines. Have they ever played a game where they needed to spend money? Risks and how to keep safe. | Pupils to consider if what they have read on websites is true. How to check for accuracy. To understand that the information may be out of date or poor quality. | To understand the risks and benefits of installing software. Ask a trusted adult. What are internet cookies? Why do the adverts sometimes relate to what we have searched for? How do we stop this? | To check validity of sources and understand impact. Can be deliberately misleading – why? How to cross-check with other sites. Relate to news sites and opinions. Look and review different search engines. | How to identify secure sites. What are scams? How can you tell if a site is illegal? Influencers – what are they? Can we trust what they say? Look and review |
| About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content | Discuss activities they enjoy. Talk about the importance of balance. What | Discuss sleep/physical activities. Need to switch of devices before | Discuss uses of internet for positive benefits – Google Classrooms, | Discuss benefits – looking up information, finding things out, keeping in | Understand the importance of balancing screen time/gaming | Benefits of online – banking, calendars. Alarms, apps, | Understand importance of balancing with other aspects of life. |

| online on their own and others' mental and physical wellbeing. ISH5 | happens when they are asked to switch off devices/TV at home? | bed and bedtime routines. What do they enjoy playing? Share good websites that are age-appropriate. | Purple Mash, Active Learn. What devices do they have at home? How are they used? Discuss importance of moderation. | touch, shopping, emails etc. Discuss negatives – can we always trust info? Is it better to chat in person? Reading real texts as opposed to online. Playing actual games/online games. | with other parts of life. Talk about when we become reliant on it for happiness. Discuss online friends and games. What's good/bad about both? | keeping in touch. Negatives – Fear of missing out (FOMO), age-appropriate, mental and physical wellbeing if not balanced. | Explore reasons they may be tempted to spend more and more time online and impact on health. How do they know if it is too much and has become a problem? Constant checking on social media. What can they do? Where to find help. |
|---|---|---|---|---|---|---|---|
| Where and how to report concerns and get support with issues online. ISH6 | Who do they talk to if they can't logon? Or if the computer goes wrong? What do we do if we see something that scares us? (shut laptop). | Understand adults at home and school they can ask for help. To understand why they shouldn't use devices without adult permission. | Understand boundaries and privacy. To know it is ok to change your mind about something and this is called 'permission'. Where to get help – Trusted Adult. | To know where to get help if they see inappropriate content or have inappropriate contact from someone. Know that there are boundaries online, as in everyday life. | To understand that there is content online that is not age-appropriate for them. To know that the internet can be fun, if they use it safely. What to do if they are scared or upset. | What to do if they experience online bullying or harassment. Link to childline | How harmful material and behaviour can be reported to different organisations Individual platforms on social media Police Crimestoppers Childline Recap on consent and permissions. |
| That for most people the internet is an integral part of life and has many benefits. ISH7 | As above. Teachers to be mindful of not focussing on negative aspects of internet when teaching safety, but to balance this with benefits and enjoyment. | | | | | | |

When teaching this unit, staff can send reminders to parents of age-appropriate sites school recommend and age-restrictions on social media sites.