

## Online Safety Primary: RSHE mapping

According to the Education & MHWB curriculum, the following criteria should be met regarding online safety, and by the end of primary school pupils should know;

- a. That people sometimes behave differently online, including by pretending to be someone they are not.
- b. That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- c. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- d. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- e. How information and data is shared and used online.

Year Group:	Session Length	Criteria met (see above)	Session content and learning outcomes
Reception	20 Minutes	No criteria	<ul style="list-style-type: none"> <li>➤ Identify devices that can access the internet</li> <li>➤ Explore what we can enjoy doing online (Videos, games, connecting with others etc)</li> <li>➤ Identify when and how to ask for help from a trusted adult when using the internet</li> <li>➤ Identify what our personal information is, and why it is important not to share this online</li> </ul>
Year 1	25 Minutes	b	<ul style="list-style-type: none"> <li>➤ Identify devices that can access the internet</li> <li>➤ Explore what we can enjoy doing online (Videos, games, connecting with others etc)</li> <li>➤ Identify ways we use devices that may be unsafe</li> <li>➤ Identify what our personal information is, and why it is important not to share this online</li> <li>➤ Explore new ways we can protect our personal information</li> </ul>
Year 2	25 Minutes	b c	<ul style="list-style-type: none"> <li>➤ Identify devices that can access the internet</li> <li>➤ Explore what we can enjoy doing online (Videos, games, connecting with others etc)</li> <li>➤ Identify what our personal information is, and why it is important not to share this online</li> <li>➤ Explore new ways we can protect our personal information</li> <li>➤ Explore the ways we need to be kind and caring when we are online</li> <li>➤ Identify who trusted adults are that you can talk to and get help from if you experience problems online → Where to get help – introduction to CEOP and Childline as sources of support</li> </ul>

Year 3	35 minutes	a b c	<ul style="list-style-type: none"> <li>➤ Explore what we can enjoy doing online (Videos, games, connecting with others etc)</li> <li>➤ Begin to identify the various online hazards and dangers</li> <li>➤ Explore new ways we can protect our personal information</li> <li>➤ Explore what makes a strong password, and how to keep this information safe</li> <li>➤ Identify what our personal information is, and why it is important not to share this online</li> <li>➤ Explore usernames, and how we can protect our personal information</li> <li>➤ Identify ways we need to protect our personal information when doing certain activities online (Taking photos, posting pictures, posting updates, live streaming etc)</li> <li>➤ Begin to identify that not everyone is who they say they are online</li> <li>➤ Learn protective and safe account settings on various social media platforms</li> <li>➤ Explore the ways we need to be kind and caring when we are online</li> <li>➤ Identify who trusted adults are that you can talk to and get help from if you experience problems online</li> <li>➤ Where to get help – introduction to CEOP and Childline as sources of support</li> </ul>
Year 4	40 minutes	a b c d	<ul style="list-style-type: none"> <li>➤ Explore what we can enjoy doing online (Videos, games, connecting with others etc)</li> <li>➤ Identify what our personal information is, and why it is important not to share this online</li> <li>➤ Begin to identify the various online hazards and dangers</li> <li>➤ Explore usernames, and how we can protect our personal information</li> <li>➤ Identify ways we need to protect our personal information when doing certain activities online (Taking photos, posting pictures, posting updates, live streaming etc)</li> <li>➤ Begin to explore the importance of seeking consent to share things about others online</li> <li>➤ Learn how quickly and how far something can spread online and the impact this may have on you or someone else. 'Share smart, share safe, be kind.</li> <li>➤ Begin to identify that not everyone is who they say they are online</li> <li>➤ Learn protective and safe account settings on various social media platforms</li> <li>➤ Explore the ways we need to be kind and caring when we are online</li> <li>➤ Identify who trusted adults are that you can talk to and get help from if you experience problems online</li> <li>➤ Where to get help – introduction to CEOP and Childline as sources of support</li> </ul>

Year 5	60 minutes	a b c d e	<ul style="list-style-type: none"> <li>➤ Explore what we can enjoy doing online (Videos, games, connecting with others etc)</li> <li>➤ Learn protective and safe account settings on various social media platforms</li> <li>➤ Identify ways we need to protect our personal information when doing certain activities online (Taking photos, posting pictures, posting updates, live streaming etc)</li> <li>➤ Identify online bullying, explore the impact it can have and learn how to respond to online bullying</li> <li>➤ Explore chat groups and the importance of knowing all participants in real life</li> <li>➤ Learn to identify the difference between safe and unsafe online trends and challenges</li> <li>➤ Begin to identify that not everyone is who they say they are online, and practical techniques explored to consider how to communicate safely Understand the impact of digital footprint</li> <li>➤ Explore the dangers of sharing personal information, and meeting people in real life that you've met online</li> <li>➤ Explore online grooming and ways to recognise this when online</li> <li>➤ Learn how to report abuse online</li> <li>➤ Where to get help – introduction to CEOP and Childline as sources of support</li> </ul>
Year 6	60 minutes	a b c d e	<ul style="list-style-type: none"> <li>➤ Explore what we can enjoy doing online (Videos, games, connecting with others etc)</li> <li>➤ Learn protective and safe account settings on various social media platforms</li> <li>➤ Identify ways we need to protect our personal information when doing certain activities online (Taking photos, posting pictures, posting updates, live streaming etc)</li> <li>➤ Learn how to spot 'fake profiles/accounts'</li> <li>➤ Identify online bullying, explore the impact it can have and learn how to respond to online bullying</li> <li>➤ Begin to identify that not everyone is who they say they are online</li> <li>➤ Learn to identify the difference between safe and unsafe online trends and challenges</li> <li>➤ Explore the dangers of sharing personal information, and meeting people in real life that you've met online</li> <li>➤ Learn to identify online grooming and ways to recognise this when online</li> <li>➤ Understanding how to respond if nude and semi-nude images are received</li> <li>➤ Understand the impact of digital footprint</li> <li>➤ Explore the impact of body image and filtering</li> <li>➤ Learn how to report abuse online – Where to get help – introduction to CEOP and Childline as sources of support</li> </ul>



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