

Online Safety curriculum

The aims of the curriculum

The online safety curriculum is put in place as part of our statutory duty to ensure that pupils understand how to stay safe and behave online as part of both our desire for children to be safe, but also in meeting our obligation in the delivery of statutory subjects taught. It is important to teach pupils about the underpinning knowledge and behaviours that can help pupils to navigate the online world safely and confidently regardless of the device, platform or app, but also so that they understand how to report, enjoy and reap the benefits of the online world.

The online safety curriculum complements existing subjects including Relationships and Sex Education, Health Education, Citizenship and Computing.

Pupils are taught about online safety and harms in these subjects. This includes being taught what positive, healthy and respectful online relationships look like, the effects of their online actions on others and knowing how to recognise and display respectful behaviour online.

Throughout these subjects, teachers will address online safety and appropriate behaviour in an age appropriate way that is relevant to their pupils' lives.

This will complement the **computing curriculum**, which covers the principles of online safety at all key stages, with progression in the content to reflect the different and escalating risks that pupils face. This includes how to use technology safely, responsibly, respectfully and securely, and where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

There are also **other curriculum subjects** which include content relevant to teaching pupils how to use the internet safely. For example citizenship education covers media literacy - distinguishing fact from opinion as well as exploring freedom of speech and the role and responsibility of the media in informing and shaping public opinion. It also supports teaching about the concept of democracy, freedom, rights, and responsibilities. In Relationships and Sex Education it covers, for example building relationships online and relationship boundaries.









Underpinning knowledge and behaviours that are taught

The underpinning knowledge and behaviours include those that enable pupils to identify the new opportunities, challenges and risks that appear in the ever changing world of technology. Although these are covered in the online safety curriculum, they are taught across the curriculum in a variety of subjects and for a variety of topics. This includes how to:

- **Evaluate what they see online**- making secure judgements and not automatically assume what they see as fact or truth
- **Recognising techniques of persuasion, and perhaps manipulation** in the form of biased intent or malicious activity. This is covered in the English curriculum for example, and is particularly relevant to those who may be more vulnerable to this manipulation
- **Online behaviour** - what acceptable and unacceptable online behaviour looks like including,
- **Identifying online risks**- enabling pupils to identify possible online risks and making informed decisions about how to act, manage risk, online reputation and digital footprints
- **How and when to seek support**- reporting to trusted adults and how to report online; when to get the police involved.

The curriculum is designed and assessed with the guidance offered in Education for a Connected World, the UK Council for Internet Safety

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf

			
<p>Self-image and identity</p>	<p>Online relationships</p>	<p>Online reputation</p>	<p>Online bullying</p>
<p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>	<p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>	<p>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.</p>	<p>This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>
			
<p>Managing online information</p>	<p>Health, well-being and lifestyle</p>	<p>Privacy and security</p>	<p>Copyright and ownership</p>
<p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.</p>	<p>This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	<p>This strand explores 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.</p>	<p>This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>

The curriculum is designed in accordance with statutory guidance on RSHE. Supporting lessons are produced by the PSHE association.

Physical Health and Mental Wellbeing Topic 2: Internet Safety and harms

The similarities and differences between the online world and the physical world, including:

- The impact of unhealthy or obsessive comparison with others online (and body image)
- Curating a specific image online
- Overreliance on online relationships (including social media)
- Bullying and abuse online
- Legal and personal risk of sharing nudes and semi nudes
- Unwanted attention: harassment & stalking
- The risks of online gambling and accumulation of debt
- Managing risk in financial decisions
- Targeted advertising and how to be a discerning consumer online

Relationships and Sex Education Topic 3: Online and Media

- Rights, responsibilities and opportunities online- privacy and boundaries, role of the media, reputation and online presence
- Online risks and compromising material- sharing explicit images & criminality
- Reporting and managing issues online
- Impact of viewing harmful content

- Sexually explicit material: pornography, consent

Relationships and Sex Education Topic 4: Being Safe

- The concepts and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, domestic violence and abuse, forced marriage, so-called honour based violence
- Communicating and recognising consent from others- including online

How and where this is delivered

Year 7

Computing curriculum

Focus: Using technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

E-Safety, Health & Safety, security and Ethics including an Extended Learning Project

RSHEC Curriculum

Focus: Health & Wellbeing

Autumn 1 Transition & Safety: Transition to secondary school: Diet exercise and how to make healthy choices.

Spring 2 Managing puberty and the issues of unwanted contact, including online

Focus: Relationships

Spring 1 Diversity, prejudice including cyberbullying; Managing on and offline friendships

Summer 1 Friendships (including online)

Year 8

Computing curriculum

Focus: Using technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Ethical, Environmental and Legal issues

RSHEC Curriculum

Focus: Relationships

Summer 1 Identity and Relationships including 'sexting, nudes and semi nudes

Focus: Living in the wider world

Summer 2 Digital Literacy: Online Safety, digital literacy, media reliability and gambling hooks

Year 9

Computing curriculum

Focus: Using technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Safer Internet theme – Changes every year with a new theme to focus on

RSHEC Curriculum

Focus: Relationships

Summer 1 Intimate relationships and consent, attitudes to pornography (online)

Focus: Employability skills

Summer 2 Employability and online presence

Years 10 and 11

KS4 Computer Science

Focus: Understand the impacts of digital technology to the individual and to wider society

Computer Systems-Component 1: Stretch wider comprehension of how computers and computing affect ethical, legal, cultural and environmental issues

Computational Thinking, Algorithms and Programming-Component 2: Thoroughly test programs and make them resistant to misuse.

Topics covered: An understanding of current and emerging technologies and how they work; the impact of computer technology in society.

KS4 Non Examinable Computing

Year 10

Focus: understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

IT and the World of Work cover how the workplace has changed over time. This includes an overview of traditional and modern work practices; how flexibility is achieved through 24/7/365 availability; and how modern technology facilitates inclusivity and accessibility for all stakeholders. This includes remote working, cloud computing and creating personal networks using technology.

Media covers pre-production and some of the tools that are available in pre-production. We also produce a client-led digital media product using the pre-production tools that include digital graphics, video and multipage websites.

Year 11

Focus: understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

Project Management unit draw previous learning together by considering the concept of project management. We learn about the project management methods that can be used, and consider why

it is important to employ effective project management strategies, initiating a project and using computer based tools to do so.

Years 10 and 11

RSHEC curriculum

Focus: Living in the wider world

Autumn 2 Debt, gambling and the impact of advertising on financial choices

Focus: Relationships

Spring 1 Relationships and sex expectations including the impact of the media and pornography

Summer 1 Addressing extremism and radicalisation: including online challenge

Relevant guidance:

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

<https://www.gov.uk/government/publications/education-for-a-connected-world>

Support and Guidance:

- Weekly updates in the school newsletter related to online safety, social media safety guides & information for both pupils and parents
- Updates in Head of Year and SLT assemblies
- Communications with parents about issues relevant to the school : social media use for example and checking phone usage
- Information Evenings
- CEOP link located on the bottom of our school homepage. Pupils are also shown where this is and what its purpose is in their Computing lessons in both KS3 & 4
- Our school also has a dedicated email for pupils to use if they prefer not to see someone in school which is displayed in every classroom as well as the safeguarding team which are also identified in their Computing lessons.
- External visitors to the Rise above and RSHEC curriculum

Links to other policies

- Anti-Bullying Policy
- Behaviour Policy Learning and Conduct
- Code of Conduct Policy
- Child Protection & Safeguarding policy
- RSHE Policy
- RSHE Across the school
- Catholic Ethos for Visitors
- Curriculum Policy
- ICT E-safety Acceptable Use Policy
- Online Home Learning Policy

- Remote Learning Policy
- Data Protection and GDPR Polices- Privacy Notices