



Online Safety

Progression and Mapping

At Hemlington Hall Academy, we take our duty to ensure that our children are safe online seriously. As such, we carefully plan and map learning to ensure that all requirements of the RSE 2020 curriculum are addressed – and beyond.

Key Year Group Foci – From the Hemlington Hall Computing Curriculum

Year 1	<ol style="list-style-type: none">1. To use technology safely.2. To recognise common uses of information technology beyond school.3. To understand the positive and negative impact of technology.4. To know the importance of permission-seeking and giving in relationships with friends, peers and adults.5. To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.6. To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).7. To know pupils should know where to get advice from e.g. family, school and/or other sources.8. To know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.
Year 2	<ol style="list-style-type: none">1. To use technology safely and respectfully.2. To identify where to go for help and support when they have concerns about content or contact on the internet.3. To understand that information left online leaves a digital footprint.4. To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.5. To know how information and data is shared and used online.6. To know how to ask for advice or help for self and for others, and to keep trying until they are heard including having the vocabulary and confidence to report concerns or abuse.7. To know where and how to seek 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).8. To know that people sometimes behave differently online, including by pretending to be someone they are not.9. To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.10. To know 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
Year 3	<ol style="list-style-type: none">1. To use technology safely, respectfully and responsibly.2. To identify the importance of reporting concerns about content and contact.3. To explore offline and online communities as a way to be a good digital citizen.4. To understand how to protect their online reputation.

	<ol style="list-style-type: none"> 5. To understand how to work out whether information online is true and reliable. 6. To know about the different feelings they may experience while using technology and how these can change. 7. To understand how screen use can affect the way we feel, and that it is different for each person.
Year 4	<ol style="list-style-type: none"> 1. To use technology safely, respectfully and responsibly. 2. To identify a range of ways to report concerns about contact. 3. To explore offline and online communities as a way to be a good digital citizen. 4. To know how to make strong passwords to secure their information online. 5. To know ways in which they can be kind to others online. 6. To understand that different online activities and habits can affect the way people feel and sometimes leave us with conflicting feelings. 7. To know how to start forming healthy digital habits.
Year 5	<ol style="list-style-type: none"> 1. To use technology safely, responsibly and educate others about it. 2. To recognise acceptable/ unacceptable behaviour. 3. To identify a range of ways to report concerns about content and contact. 4. To be discerning in evaluating digital content. 5. To understand what having a positive digital footprint means. 6. To know ways in which they can start to build a positive digital footprint. 7. To identify how to be a critical consumer while online. 8. To know about different online scams, including what 'phishing' means. 9. To understand what is meant by our own Digital Wellbeing, and how certain activities can have both a positive and negative impact on it. 10. To know how screen use could make people feel both physically and mentally, and that these feelings will differ for each person.
Year 6	<ol style="list-style-type: none"> 1. Use technology safely, responsibly and educate others about it. 2. To recognise acceptable/ unacceptable behaviour 3. To identify a range of ways to report concerns about content and contact. 4. To appreciate how results are selected and ranked 5. To be discerning in evaluating digital content. 6. To know ways to develop safe habits online, including the importance of protecting personal information. 7. To know how to respect online privacy boundaries for themselves and others. 8. To know ways to seek or ask for help if they or others feel unsafe online. 9. To know how to develop respectful, empathetic and healthy online relationships. 10. To know ways to manage and respond in a healthy and safe way to hurtful online behaviour. 11. To understand how certain activities may help enhance a person's Digital Wellbeing, and others may not have a positive effect. 12. To know how we can use our knowledge and tools to make personal choices to create healthy digital habits.

Jessie and Friends (KS1) Scheme of Work

Be Internet Legends (KS2) Scheme of Work

RSE and Health Education Mapping

Ensuring all areas connected to e-safety are addressed

	Included in online safety programme for this year group (above)
P	Included in online safety programme for this year group (above) and this year group's PSHE curriculum units
P	Included in this year group's PSHE curriculum units or when required (NSPCC PANTS etc.)

Online Relationships <i>Pupils should know</i>	Year Group Covered					
	1	2	3	4	5	6
that people sometimes behave differently online, including by pretending to be someone they are not.					P	
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.			P			
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.						
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.			P		P	
how information and data is shared and used online.						

Being Safe <i>Pupils should know</i>	Year Group Covered					
	1	2	3	4	5	6
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	P	P	P	P	P	P
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	P	P	P	P	P	P

Mental Wellbeing <i>Pupils should know</i>	Year Group Covered					
	1	2	3	4	5	6
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	P	P	P	P	P	P
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).	P	P	P	P	P	P

Internet Safety and Harms <i>Pupils should know</i>	Year Group Covered					
	1	2	3	4	5	6
that for most people the internet is an integral part of life and has many benefits.					P	
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 online on their own and others' mental and physical wellbeing						
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						
why social media, some computer games and online gaming, for example, are age restricted						
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			P	P	P	P
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted						
where and how to report concerns and get support with issues online.	P	P	P		P	P