

E-safety curriculum coverage – DBIA and LHA



Each school has their own online safety strapline – see the end of the document. Where there is no highlighting, this equally applies to both schools. Where there is highlighting, green refers to **Dunchurch**, and yellow refers to **Leamington Hastings**.

Keeping Children Safe in Education identifies that online safety can be categorised into four areas of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, for example pornography, fake news, racism, misogyny, self harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact** – being subjected to harmful online interaction with other users, for example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct** – online behaviour that increases the likelihood of, or causes harm, for example making, sending and receiving explicit images e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and financial scams.

The half termly outlines below ensures that these categories are all taught at an age appropriate level.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Our identity online	Online relationships	Online wellbeing	Managing information online	Online bullying	Privacy and security
Rising 3's	Adults to discuss with children that if they find inappropriate content on a device, or something that makes them feel worried, they should immediately tell an adult. Introduce TAG as Tell A Grownup. You should do	To participate in discussions about friends being real people that we know.	Safer Internet Day Participate in discussions regarding being kind to each other when using devices.	I can talk about technology I see around me (home/school) and begin to identify what is it used for.	To participate in discussions – what does it feel like if someone is unkind.	Participate in discussions with an adult to begin to understand that there is some information about you like your name and address that you should never share with others.

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	this if anything upsets or worries you (does not need to apply to online at this point). Introduce Bee Safe focussing on – speak to someone if you need help (does not need to apply to online at this point).					
Pre-school	Adults to discuss with children that if they find inappropriate content on a device, or something that makes them feel worried or sad, they should immediately tell an adult. Introduce TAG as Tell A Grownup. You should do this if anything upsets or worries you (does not need to apply to online at this point). Introduce Bee Safe focussing on – speak to someone if you need	I know that friends are real people we know.	Safer Internet Day Participate in discussions regarding being kind to each other when using devices.	I can talk about technology I see around me (home/school) and begin to identify what is it used for.	To participate in discussions – what does it feel like if someone is unkind. I know to speak to someone if I have my early warning signs when on a device.	Start to understand that there is some information about you like your name and address that you should never share with others.

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	help (does not need to apply to online at this point).					
Reception	Adults to discuss with children that if they find inappropriate content on a device, or something that makes them feel worried, sad or upset they should immediately tell an adult. Acceptable use policy. Introduce TAG – What does each letter stand for? How can we use it to help us if we see something inappropriate? Introduce Bee Safe What does each letter stand for? How can we use it to help us if we see	I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know and trust.	Safer Internet Day I can identify rules that help keep us safe and healthy in and beyond the home when using the internet (bee-safety) I can give some simple examples of these rules.	Knows that the internet can be used to find things out and participate in finding out answers to questions within an adult guided group. I can identify devices I could use to access information on the internet.	Begin to understand that bullying can take place over digital devices which is called cyberbullying, and it must never be tolerated.	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I understand that there is some information about you like your name and address that you should never share with others. Understand that bullying behaviour can take place over devices and this is termed cyberbullying, and understand that cyberbullying must never be tolerated.

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	something inappropriate?					
Year 1	Introduce TAG – What does each letter stand for? How can we use it to help us if we see something inappropriate? Introduce Bee Safe What does each letter stand for? How can we use it to help us if we see something inappropriate? Acceptable use policy. I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. Purple Mash All About Me/ Purple Mash Keeping Me Safe	Purple Mash SID2019 I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	Safer Internet Day Unit1.9 I can identify rules that help keep us safe and healthy in and beyond the home when using technology. Purple Mash Teacher Online Safety Rules I can give examples of some of these rules. Know that if they find anything inappropriate when using a device they should immediately tell an adult and minimise the screen if this is possible.	Understand that not everything found on the internet is true. Begin to understand that not everything found on the internet is safe and begin to understand that you should not open anything in a message or email sent from an unknown user. Unit1.1 I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching). Purple Mash All About Me/ Purple Mash Keeping Me Safe I know / understand that we can encounter a range of things online	Compose an email as a class and discuss the need to be kind. Computing Online Safety I can describe how to behave online in ways that do not upset others and can give examples.	Understand that personal information should be kept private, including passwords. Begin to understand that there are unknown people on the internet and this impacts the way that devices should be used. Unit1.1 I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information

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	If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. Unit1.1 I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.			including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.		online, belonging to myself or others. I can explain that passwords are used to protect information, accounts and devices I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). I can save my work so that others know it belongs to me (e.g. filename, name on content). I understand that work created by others does not belong to me even if I save a copy.
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Year 2	Explore TAG – what does it stand for? How can we use it when online? Explore Bee Safe – what does it stand for? How can we use it when online? Acceptable use policy Unit 2.2 I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. I can explain how information put online about me can last for a long time.	Unit 2.2 I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). Purple Mash SID2019 I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask someone'.	Safer Internet Day Keeping Safe Topic I can explain rules to keep myself safe when using technology both in and beyond the home. Know that if they find anything inappropriate when using a device they should immediately tell an adult and minimise the screen if this is possible.	Begin to apply knowledge that not everything found on the internet is true by evaluating spoof websites provided by the teacher. Understand that not everything found on the internet is safe and understand that you should not open anything in a message or email sent from an unknown user. Unit 2.5 I can use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).	Understand that you should be as kind in emails / messages sent as you should be when talking to someone face to face. Understand that if an unknown person contacts them on a device they should speak to an adult straight away. Computing Online Safety I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.	I can describe how online information about me could be seen by others. Continue to understand that personal information should be kept private, including passwords. Understand that there are unknown people on the internet and sometimes people can pretend to be someone else. Understand that this impacts the way that devices should be used. Understand that if an unknown person contacts them on a device they should speak to an adult straight away.
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	I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect.	I can explain who can help me if I feel under pressure to agree to something, I am unsure about or don't want to do. I can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online		I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). Unit 2.8 I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. Unit 2.5 I can explain why some information I find online may not be real or true. I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people.		Purple Mash Teacher Online Safety Topic I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). Safer Internet Day Quiz I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).
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* ALWAYS link to TAG – Leamington Hastings

* ALWAYS link to Bee Safe – Dunchurch



Dunchurch – Bee Safe

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Leamington Hastings – TAG EYFS



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Leamington Hastings – TAG KS1

