E-Safety at Richmond Hill Primary Academy

Below are the key strands that our whole curriculum is designed around. Our E-Safety curriculum supports children to develop Strands 1, 2, 3, 4 and 5 by teaching them how to be resilient and aspirational online, to self-regulate their digital behaviours, to respect and celebrate diversity in online communities, to assess and manage risks in the digital world, and to understand the environmental impact of technology use.

Strand 1- Developing Resilient & Aspirational Learners	Strand 2 – Developing Self-Regulated Learners	Strand 3 – Developing an Understanding of Equality, Diversity and Creating Culturally Rich Learners	Strand 4 – Developing Risk Assured Learners	Strand 5 – Developing Environmental and Sustainability Aware Learners

Ofsted's Research Review Series: Computing (May 2022) states for e-safety: 'There was a close relationship between the provision that the schools made and the pupils' knowledge and understanding. It is not enough to set out in the school's policy what pupils should know and remember. This should be rooted in the design of the curriculum and taught by teachers who have had opportunities to develop subject knowledge in online safety.

The report refers to 3 'pillars of progression' within Computing

- **Computer Science**

- **Information Technology**

- **Digital Literacy**

These 'pillars' of progression are recognised as areas of the curriculum by the Royal Society and are visible in the aims of the national curriculum for computing. Pupils make progress in computing by knowing and remembering more about and, importantly, across each of these categories, and being able to apply this knowledge. However, these pillars do not sit separately from each other. Knowledge from each pillar complements the others and some subject content only exists at the interplay between these 3 pillars.

E-Safety sits within the 'Digital Literacy' pillars of progression which The National Centre for Computing Education defines as the 'skills and knowledge required to be an effective, safe and discerning user of a range of computer systems' It covers a range of knowledge and skills, such as using physical devices or knowledge of the features that are likely to mean digital content is reliable.

EYFS

At Richmond Hill Primary Academy, we use 'Development Matters' to support the design of an effective early year's curriculum for E-Safety. Although children in the Early Years Foundation Stage are at the very beginning of their digital journey, early understanding of how to use technology safely and respectfully is crucial. Through Personal, Social and Emotional Development (PSED) and Understanding the World, children are introduced to simple principles of staying safe online, such as asking an adult before

using a device, recognising trusted adults, and understanding that information can be shared online. Opportunities for children to engage with technology are carefully planned and supervised. Adults model safe behaviours and language around technology use, supporting children to develop early awareness of privacy, consent (e.g., asking before taking photos), and seeking help if something online makes them uncomfortable. The quality and variety of experiences with technology, along with the language used by adults when discussing safety, help build children's confidence, critical thinking, and understanding of personal responsibility when using digital devices.

The Rose Learning Trust's Online Safety Curriculum

At The Rose Learning Trust, we predominantly follow the UK digital curriculum from Common Sense Education. This curriculum introduces children to the 6 key themes of;

- Media Balance & Wellbeing
- Cyberbullying, Digital Drama & Hate Speech
- Relationships & Communication
- News & Media Literacy
- Privacy & Security
- Digital Footprint & Identity

The curriculum has been aligned to the UKCIS framework, (as can be seen below), additionally, the curriculum aligns with many aspects of the Computing curriculum, Relationships and Sex Education curriculum, Keeping Children Safe in Education and the guidance for Teaching Online Safety in Schools.

Composite Knowledge

Education for a Connected World's strands align with **Common Sense Education's Digital Citizenship** strands:

Education for a Connected World	Common Sense Education
Self Image & Identity	Media Balance & Well-Being
Online Relationships	Relationships & Communication
Online Reputation	Relationships & Communication
Online Bullying	Cyberbullying, Digital Drama & Hate Speech
Managing Online Information	News & Media Literacy
Health, Wellbeing and Lifestyle	Media Balance & Well-Being
Privacy and Security	Privacy & Security
Copyright and ownership	News & Media Literacy

National Curriculum in England: Computing Programmes of Study -- KS 1 & 2	**Key Stage 1 - Pupils should be taught to:** • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies **Key Stage 2 - Pupils should be taught to:** • understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration

	- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Relationships Education, Relationships and Sex Education (RSE) and Health Education	**Online Relationships - Pupils should know:** - that people sometimes behave differently online, including by pretending to be someone they are not. - that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online even when we are anonymous. - 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. - how information and data is shared and used online. **Being Safe - Pupils should know:** - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - how to recognise and report feelings of being unsafe or feeling bad about any adult. - how to ask for advice or help for themselves or others, and to keep trying until they are heard. - how to report concerns or abuse, and the vocabulary and confidence needed to do so. - where to get advice (e.g. family, school and/or other sources). **Mental Well-Being - Pupils should know:** - that mental well-being is a normal part of daily life, in the same way as physical health. - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activities, on mental well-being and happiness. - simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.

	- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. - 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 well-being or ability to control their emotions (including issues arising online). - it is common for people to experience mental health issues. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. **Internet Safety and Harms - Pupils should know:** - that for most people the internet is an integral part of life and has many benefits. - 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 well-being. - 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. - how to be a discerning consumer of information online, including understanding that information, such as that from search engines, is ranked, selected and targeted. - where and how to report concerns and get support with issues online.
Keeping Children Safe in Education	- Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. - This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The government has made regulations that will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020. - Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.
Teaching Online Safety in School	- Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects.

Component Knowledge

Media Balance and Well-Being							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle 1	Meet the Digital Citizens - Arms Finding Balance with Media and Tech Use at Home	Pause for People ▶30 mins	How Technology Makes You Feel ▶30 mins	Device-Free Moments 40 mins	Your Rings of Responsibility ▶45 mins	My Media Choices ▶45 mins Social Media Test Drive	Finding My Media Balance ▶45 mins Social Media Test Drive

Cyberbullying, Digital Drama & Hate Speech									
Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle 2	Common Sense Education		Meet the Digital Citizens - Legs	Media Balance Is Important ▶25 mins	Pause for people ▶30 mins	Putting a STOP to Online Meanness 35 mins	The Power of Words ▶45 mins	Be a Super Digital Citizen ▶45 mins	Is It Cyberbullying? ▶45 mins

Relationships & Communication									
Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle 3	Common Sense Education		**Meet the Digital Citizens - Heart** **How to Make Meaningful Family Connections Using Media + Tech**	**Device Advice - Why We Pause for People** ▶**30 mins**	**Device Advice - Our Device Charter**	**Who Is in Your Online Community? 30 mins**	**Our Digital Citizenship Pledge 45 mins**	**Keeping Games Fun and Friendly** ▶**45 mins**	**Digital Friendships 45 mins**

News and Media Literacy									
Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle 4	Common Sense Education		**Meet the Digital Citizens - Head**	**Media Balance Is Important - Quick Bite** ▶**25 mins**	**Device Advice - Managing Device Distractions**	**We the Digital Citizens** ▶**20 mins** **Digital Trails** ▶**40 mins**	**Is Seeing Believing?** ▶**45 mins**	**A Creator's Rights and Responsibilities 45 mins**	**Reading News Online** ▶**45 mins**

Privacy & Security									
Term	Resource	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1	Common Sense Education	**Meet the Digital Citizens Song + Meet Digital Citizens Shortened**	**Meet the Digital Citizens - Guts** **How to use Media and Tech to Build**	**Safety in My Online Neighbourhood** ▶**30 mins**	**Internet Traffic Light 30 mins**	**That's Private! 30 mins**	**Password Power-Up 45 mins**	**Private and Personal Information** ▶**45 mins**	**You Won't Believe This! 45 mins**

		Colouring Book	**Life Skills in Young Kids**	

Digital Footprint & Identity									
Term	**Resource**	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Summer 2	Common Sense Education		**Meet the Digital Citizens - Feet** **Raising Healthy Kids in a Digital World**	**Device Advice - Caring for Our Devices**	**Pause for People - Quick Bite** ▶**30 mins**	**We the Digital Citizens** ▶**20 mins** **Digital Trails**	**This Is Me 45 mins**	**Our Online Tracks 45 mins**	**Beyond Gender Stereotypes 45 mins**