



The Teaching of Online Safety at Oaklands (PSHE curriculum strand)

Lead Areas of Learning: *Independence & Life Skills & Emotional Regulation & Wellbeing*

Curriculum statement Revised December 2023

Why is Online Safety important? Online Safety is an essential strand of any school curriculum and forms one element of Personal, Social & Health Education (PSHE). For Oaklands pupils, online worlds and computer-assisted communication may be even more important to them than their mainstream peers, and for many, ICT may become their voice in society. This means our teaching of ICT and Online Safety must embrace these positive aspects of the technology, whilst also ensuring our children can be safe online. As online grooming and exploitation of children and young people is on the rise, this curriculum is an integral part of our whole school safeguarding work. For this reason we have created the Online Safety Teaching element of our PSHE curriculum as a separate document.

There is little ready-made Online Safety material for Primary age pupils with SEND and so we have constructed our own curriculum based on the Childnet.com [STAR Toolkit for KS3-4](#). This is because our children will probably encounter this in Secondary school and so it will allow for meaningful transfer of prior learning. We have set out the key learning within each of the 4 STAR areas: **Safe; Trust; Action & Respect** and differentiated this by pathway to ensure all Oaklands learners have meaningful and coherent learning about E Safety.

STAR Toolkit	Core concepts/ knowledge	Teaching resources (see page 7-8)	Home-school links
Safe	Be safe in what you show about yourself & what you share; sending images; 'friends' online and in real life; passwords/ privacy settings- public/ private (link to SoSafe!); spending too much time online	• SoSafe! public/ private and the Steps to Relationship work • Smartie the Penguin • ThinkUKnow 4-7 materials • Oaklands topic- Let's Play Together; Traditional Tales; Healthy Body, Healthy Mind	CEOP ThinkUKnow resources on school website; E Safety newsletters termly Bespoke support as requested
Trust	Not everyone or everything online is trustworthy or true; 'fake news'; checking your facts; safe searching online	• DigiDuck resources	
Action	Take positive action if something upsets you; always tell someone what you are doing online; spending too much time online	• SoSafe! Help page • Oaklands Learning Powers- Connect & Reflect • Oaklands topic- Heroes & helpers;	

Respect	Be kind online; don't be influenced to bully someone; understand that comments online leave digital footprint forever	• DigiDuck's Big Decision • ThinkUKnow 4-7 materials • Oaklands Learning Powers- Connect & Reflect • Oaklands topic- Let's Play Together; Traditional Tales	
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Oaklands *STAR Toolkit* Online Safety within PSHE curriculum map- Pathways will encounter topics taught at a level appropriate for pupils' cognitive ability

SAFE Content 1: Sending images & photos; your personal profile/ usernames/ passwords

Teachable moments for Willow/ pre-formal learners	Spontaneous Teachable moments (STM) & Discrete Session content for Elm/ semi-formal learners	Spontaneous Teachable moments (STM) & Discrete Session content for Cherry/ semi-formal learners. Some concepts may be taught to individuals or very small groups as they become relevant	
1. Recognising own image as distinct to others 2. Concept of sharing & when it is appropriate 3. Developing understanding of public/ private – SoSafe! link	1. Recognising own image as distinct to others 2. Understanding the concept of sharing & when it is appropriate 3. Secure understanding of public/ private – SoSafe! link 4. STM if children are sharing inappropriately- make explicit links	Key Stage one content 1. Recognising own image as distinct to others 2. Understanding the concept of sharing & when it is appropriate 3. Secure understanding of public/ private – SoSafe! link 4. Roleplays of giving information when asked – OK/ not OK helper 5. STM if children are sharing inappropriately- make explicit links 6. STM- make a big thing of hiding passwords if entering on IWB to reinforce idea of privacy & personal spaces online Always pounce on STMs when children talk about online activity & 'friends'	Key Stage two content building on & revisiting previous Cherry work 1. In SoSafe! sessions refer to online friends as well as IRL friends- keep making the links explicit 2. Understanding why we have passwords 3. In PC room develop use of personal usernames & passwords & think about what is appropriate & safe 4. Secure understanding of public/ private – SoSafe! link 5. Understanding the concept of sharing & when it is appropriate 6. Set up personal profiles and decide who to share with 7. Roleplays of giving information when asked – OK/ not OK helper 8. Reflecting after using video resources like <i>Digiduck's Big Decision & ThinkUKnow resources</i> 9. Use STAR Toolkit resources on Private/ public- discrete sessions 10. (if needed) individual work on sending sexualised images/ sexting

SAFE Content 2: Friends online

1. Concept of friends & adults that help me 2. Developing understanding of public/ private – SoSafe! link	1. Developing awareness of what is online & what is real life 2. Concept of friends & what makes someone trusted-SoSafe! link 3. Developing understanding of public/ private – SoSafe! link 4. Steps to Relationship work	1. Secure awareness of what is online & what is real life & some differences 2. Secure concept of friends & what makes someone trusted/ OK - SoSafe! link 3. Secure understanding of public/ private – SoSafe! link 4. Discrete sessions using Smartie the Penguin / DigiDuck or Webster's book resources below Always pounce on STMs when children talk about online activity & 'friends'	1. Secure awareness of what is online & what is real life & can identify some differences-discrete teaching 2. Secure concept of friends & what makes someone trusted/ OK -SoSafe! link 3. Secure understanding of public/ private – SoSafe! link 4. Thinking about safe usernames- links to SAFE 1 5. Steps to Relationship work- SoSafe! 6. Ensure any class work on friends also refers to online worlds 7. Discrete sessions using Smartie the Penguin / DigiDuck resources and/or books below 8. In ICT sessions, creating safe usernames- links to SAFE 1 9. Ensure any class work on friends also refers to online worlds 10. Set up class Dojo/ Facebook or other SM pages & posts- use this to teach about friends & privacy settings
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SAFE Content 3: Spending too much time online/ excessive gaming-(Links to Action 2); topic *Healthy Body, Healthy Mind; Let's Play Together; The Senses*

1. Screen time is not used as default reward 2. Support families with alternatives to screen time 3. Limit screen time in classroom- e.g. sometimes just music, not videos in calming time	1. Screen time is not used as default reward 2. Support families with alternatives to screen time 3. Screen time in classroom- e.g. sometimes just music, not videos in calming time 4. Discrete session on hobbies should include alternatives to screens	1. Screen time is not used as default reward 2. Support families with alternatives to screen time 3. Limit screen time in classroom- e.g. sometimes just music, not videos in calming time 4. Bespoke support can be given 1:1 or to parents/ carers Gaming info	1. Support families with alternatives to screen time 2. Limit screen time in classroom- e.g. sometimes just music, not videos in calming time 3. Discrete session on hobbies should focus on alternatives to screens 4. The Senses work on eyes can refer to effect of too much screen time Operation OUCH CBBC resources here 5. Discrete reflection sessions on own screen time, what they do online & online gaming
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	5. Bespoke support can be given 1:1 or to parents/ carers Gaming info		and to develop their understanding of PEGI ratings 6. Bespoke support can be given 1:1 or to parents/ carers Gaming info 7. Healthy Body, Healthy Mind work will reference the alternatives to screen time & benefits of being active outdoors/ play IRL 8. Discrete session/s using Charlie McButton book
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TRUST Content 1: Not everyone or everything online is trustworthy or true (links to / builds on SAFE 2)

1. Concept of friends & adults who help me 2. Developing understanding of public/ private – SoSafe! link 3.	1. Developing awareness of what is online & what is real life 2. Concept of friends & what makes someone trusted-SoSafe! link 3. Developing understanding of public/ private – SoSafe! link 4. Steps to Relationship work - SoSafe!	1. Secure awareness of what is online & what is real life & some differences 2. Secure concept of friends & what makes someone trusted/ OK - SoSafe! link 3. Secure understanding of public/ private – SoSafe! link Always pounce on STMs when children talk about online activity & ‘friends’ or share misinformation/ own misconceptions gained online	1. Secure awareness of what is online & what is real life & can identify some differences- discrete teaching/ regular consolidation 2. Secure concept of non-fiction & what makes someone’s opinion/ something written trusted/ OK -SoSafe! link 3. Steps to Relationship work- SoSafe! 4. Discrete sessions using PenguinPig or Webster’s book resources below or Star Toolkit
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TRUST Content 2: Understanding 'fake news' and checking sources; safe searching online

N/A	1. Developing awareness of what is online & what is real life	Only KS2 1. Ensure any class work involving searching together online refers to validity of information/ models safe searching 2. Regular discrete sessions on information sources where relevant during topic work, including print & online media as well as using STMs 3. Discrete sessions looking at school website/ ClassDojo/ Encyclopaedia Britannica site & how we know information is safe/ trustworthy 4. Set up class Dojo/ Facebook or other SM pages & posts- use this to explore what is trustworthy Always pounce on STMs when children talk about online 'facts' or they spread misinformation they have picked up
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ACTION Content 1: Ask for support if something online upsets you

1. Developing understanding of safe adults/adults who help me-SoSafe! link 2. Staff modelling language to identify and recognise feelings 3. Using Help card/ sign	1. Developing concept of what makes someone trusted-SoSafe! link 2. Developing understanding of own feelings – SoSafe! link 3. Steps to Relationship work 4. Using Help card/ sign	1. Secure awareness of what is online & what is real life 2. Secure concept of what makes someone a trusted helper-SoSafe! link 3. Developing understanding of own feelings & how online world can affect you– SoSafe! link/ STAR toolkit resources 4. Using Help card/ sign to get support 5. Knowing how to get off a site/ game that is upsetting you – real world practice or modelling	1. Secure awareness of what is online & what is real life and can identify differences/ pros & cons of each 2. Secure concept of what makes someone trusted to ask for help-SoSafe! link 3. Developing understanding of own feelings & how online world can affect you– SoSafe! link/ STAR toolkit resources 4. Steps to Relationship work 5. Knowing how to get support 6. Knowing how to block or get off a site/ game that is upsetting you – real world practice or modelling 7. Knowing how to check what you have seen is real / trustworthy- link to Trust 3 8. Knowing that you can say No if being pressured online- Links to SoSafe! & consent/YES YES OK work (Digiduck's Big Decision could be useful here)
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ACTION Content 2: Be aware of how long you spend on screen-time; (links to SAFE 3)

1. Screen time is not used as default reward 2. Support families with alternatives to screen time 3. Limit screen time in classroom- e.g. sometimes just music, not videos in calming time 4. Use visual timers to countdown to end of screen time	1. Screen time is not used as default reward 2. Support families with alternatives to screen time 3. Limit screen time in classroom- e.g. sometimes just music, not videos in calming time 4. Use visual timers to countdown to end of screen time 5. Show where screen time counters can be found on iPad etc.	1. Screen time is not used as default reward 2. Support families with alternatives to screen time 3. Limit screen time in classroom- e.g. sometimes just music, not videos in calming time 4. Use visual timers to countdown to end of screen time 5. Show where screen time counters can be found on iPad etc.	1. Screen time is not used as default reward 2. Support families with alternatives to screen time 3. Limit screen time in classroom- e.g. sometimes just music, not videos in calming time 4. Use visual timers to countdown to end of screen time 5. Show where screen time counters can be found on iPads etc. 6. Use them in classrooms & monitor class' weekly use; set staff screen time challenge and use to create Maths links/ hold staff competition to 'switch off' & record reductions in screen time over a half term
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RESPECT Content 1: Be Kind online; peer pressure

1. Introduce concept of what kindness means- Behaviours for Learning daily reinforcement 2. Sharing with friends 3. Playing interactive games on iPads, Interactive Whiteboards and computers with friends 4. Staff modelling language to identify and recognise feelings 5. Using Help card/ sign	1. Developing awareness of what is online & what is real life 2. Developing concept of what kindness means- Behaviours for Learning daily reinforcement 3. Playing interactive games on iPads, Interactive Whiteboards and computers with friends 4. Developing understanding of own feelings – SoSafe! link 5. Steps to Relationship work 6. Using Help card/ sign to get support & saying Sorry	1. Secure awareness of what is online & what is real life 2. Secure concept of what being kind with words means- IRL & online- SoSafe! link 3. Developing understanding of own feelings & how online world can affect you– SoSafe! link/ STAR toolkit resources 4. Steps to Relationship work 5. Using Help card/ sign to get support & saying Sorry 6. Knowing how to get off a site/ game that is upsetting you – real world practice or modelling 7. Understanding that good friends don't ask friends to do bad things-	1. Secure awareness of what is online & what is real life and can identify differences/ pros & cons of each 2. Secure concept of what makes someone trusted to ask for help-SoSafe! link 3. Developing understanding of own feelings & how online world can affect you and others– SoSafe! link/ STAR toolkit resources 4. Steps to Relationship work 5. Knowing how to get support 6. Knowing how to block or get off a site/ game that is upsetting you – real world practice or modelling 7. Taking responsibility for unkind words & actions- topic work; circle time & STMs 8. Knowing that you can say No if being pressured online- Links to SoSafe! &
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		roleplay/ books/ Digiduck's Big Decision	consent/ YES YES OK work / use Digiduck's Big Decision 9. Self-regulation strategies development work will refer to online behaviour as well as real life Face-to-face interactions
RESPECT Content 2: Know your digital footprint; comments are forever; eco-impact of being online (extension of RESPECT 1)			
Not for Willow or Elm	No KS1 content in Cherry	1. Consolidate understanding of footprint in concrete & abstract terms (use fossilised footprints as metaphor of long life of online text) 2. In ICT lessons when deleting refer to 'footprint' of the deleted file and how it could be retrieved 3. Using story characters, explore bad choices & explicitly refer to concept 'if this bad choice was always there' and that online it is 4. Consistently make references when applicable to the permanence of online text to reinforce this concept 5. Discrete session on our own digital footprints- links to screen time awareness work in ACTION 2 6. Explore eco-impact of online activity- digital & carbon footprints work- links to Eco Schools committee	

Teaching resources & Online materials

- Childnet STAR Send KS3-4 materials: <https://www.childnet.com/resources/star-send-toolkit>
- ProjectEVOLVE: <https://projectevolve.co.uk/>
- Smartie Penguin: <https://www.childnet.com/resources/smartie-the-penguin/> Saved in Planning folder – PSHE RSE – E Safety resources
- Digiduck materials: <https://www.childnet.com/resources/digiduck-stories/> Saved in Planning folder – PSHE RSE – E Safety resources
- Safe searching links from Internet Matters: <https://www.internetmatters.org/schools-esafety/primary/teaching-resources/>
- Ad & pop-up free Encyclopaedia Britannica access: Britannica School: <https://school.eb.co.uk>; Britannica Image Quest: <https://quest.eb.com>
Username: lvs Password: student

Police Digital Security Website- useful downloads on APPs/ security online for parents & staff: https://www.policedsc.com/security-advice/safeguarding	
Print materials & linked resources where available	
<i>Chicken Clicking</i> Jeanne Willis & Tony Ross	https://www.teachingideas.co.uk/library/books/chicken-clicking
<i>Troll Stinks</i> Jeanne Willis & Tony Ross	
<i>PenguinPig</i> Stewart Pendlow & Amy Bradley- false identities & false information	https://www.teachingideas.co.uk/library/books/penguinpig
<i>Monkeycow</i> Stewart Pendlow & Amy Bradley- why we need passwords	
<i>The internet is like a puddle</i> - Shona Innes & Irisz Anocs Pros & cons of internet & safety ideas	
<i>Webster's email & Webster's Bedtime</i> - Hannah Whaley Covers range of internet use issues	http://www.borndigitalbooks.co.uk/media-kits/websters-email-activity-book-media-kit/
<i>When Charlie McButton lost power</i> - Suzanne Collins & Mike Lester Gaming obsession	https://www.teachingbooks.net/tb.cgi?tid=12520&a=1
Digital Footprint information & resources	
http://www.kathleenamorris.com/2018/06/12/digital-footprints/ https://www.schoolsofkingedwardvi.co.uk/ks2-computing-digital-literacy-4-digital-footprints/#:~:text=On%20the%20Internet%20a%20digital,online%20you%20leave%20a%20trail https://www.bbc.com/ownit/its-personal/digital-footprint-quiz EXPLANATION of digital carbon footprint for staff: https://en.reset.org/knowledge/our-digital-carbon-footprint-whats-the-environmental-impact-online-world-12302019	