ST. ANNE'S C.E.(VC) PRIMARY SCHOOL

Online Safety Curriculum Statement

'Together with God, Making Learning a Life Long Friend'

Context and Rationale:

Our children are growing up in an increasingly technological world, so the ability to understand all aspects of computing is an increasingly essential life skill for our children. The majority of children coming into St Anne's arrive with a lot of hands-on experience gained from an unprecedented access to technology from a very early age. We find that while children now demonstrate an aptitude for computational devices such as smartphones and tablet computers with an unparalleled intuition, in some cases before they are even forming comprehensible words, they do not always have as developed an understanding of how to stay safe online and avoid the risks that the Internet can pose. As such, our task is to equip them to hone the skills, knowledge and understanding of computing while developing the ability to use technology and the Internet appropriately and safely.

Our Approach:

After spending some time exploring different schemes, we have settled on using the published scheme Purple Mash as a framework to operate within as the units of study are well-linked to the National Curriculum. Purple Mash offers us a cohesive scheme of work to use which ensures that objectives are met in a progressive and logical manner. For information on the rest of our computing curriculum aside from that which is specifically related to online safety, please refer to our Computing Curriculum Statement.

Our computing curriculum fits the needs of our children as the school has concerns around e-safety and the potential vulnerability of some children. We recognise the importance of e-safety and as such each year group covers it at the beginning of each year in computing as their first unit of study. Computing is delivered as a standalone lesson each week for every class in Key Stages 1 and 2, and in Early Years relevant objectives are covered through their continuous provision and topic-based planning. Elements of this are also covered throughout the year during PSHE, in whole-school assemblies and in other computing units of study, such as in Year 3 when children learn about emails. Each year, we celebrate Safer Internet Day with a whole-school assembly and different activities in each year group which reinforce the children's understanding of online safety.

Our curriculum is designed to be progressive, with each year building on skills encountered in previous years, typically presenting new skills with clear step-by-step modelling one chunk at a time, in line with current understanding of cognitive load theory and the expertise reversal effect (Lee and Kalyuga, 2014), which implies a need to develop an adaptive learning environment whereby novice learners can build up effective schemas of learning by focusing on one unit of information at a time. These schemas can then be applied more effectively by more advanced learners without the need to continually return to re-learning the same constituent skills they have already encountered.

In **Reception**, relevant objectives are covered through their continuous provision and topic-based planning.

In **Year 1**, children learn to log in safely and start to understand the idea of ownership in relation to their creative work. They become familiar with the different types of resources available on Purple Mash, as well as their icons, and learn how to navigate and search the website. They also learn how to log out when they finish using it and why this is important.

In **Year 2**, children learn how to refine their searches, share work electronically using display boards, begin to understand sharing more globally on the Internet, begin to use 2Respond to understand how to open and respond to emails. They learn about how to talk to others when they are not there with us physically. Children also learn that information put online leaves a digital "footprint" or trail, and begin to think critically about the information they put online. They identify the steps that can be taken to keep personal data and hardware secure as well. Crucially, children learn more at this stage about how to report inappropriate content online.

In **Year 3**, children learn what makes a safe password, how to keep passwords safe and about the consequences of giving passwords away. They understand how the Internet can be used to communicate effectively, and how a blog can be used to communicate with a wider audience. They consider whether what they read online is true or not by looking at and creating spoof websites, and think about why these sites might exist and how to fact-check information that may not be accurate. They learn about the meaning of age restriction symbols on digital media, discuss why PEGI restrictions exist, and find out about where to turn for help if they see inappropriate content or have inappropriate contact from others. They also further refine their understanding of how to use email safely and appropriately.

In **Year 4**, children learn how they can protect themselves from online identity theft such as phishing attacks and malware, and further explore the concept of "digital footprints". They identify the risks and benefits of installing software (including mobile apps), and build on their previous understanding of stealing intellectual property to explore the concept of plagiarism, considering its consequences. They learn to identify appropriate and inappropriate behaviour when participating in or contributing to discussions or projects online, and also explore the positive and negative influences of technology on health and the environment with a focus on balancing screen time with other aspects of their lives and maintaining good mental health when

using technology, particularly when accessing the Internet for any social functions or media consumption. They also further explore ways in which to determine and evaluate the reliability of what they read online.

In **Year 5**, children gain a greater understanding of the impact that sharing digital content can have, review sources of support when using technology and review their responsibility to each other in their online behaviour. They solidify their understanding of how to create and maintain secure passwords, and understand the advantages, disadvantages, permissions, purposes of and reasons for altering images digitally. They increase their awareness of appropriate and inappropriate content in text, images and videos and the impact of sharing these online. They learn about how to reference sources in their work with citations, and how to search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect or misleading information.

In **Year 6**, children learn to identify the benefits and risks of using mobile devices, giving particular consideration to location services. They identify secure websites by looking for privacy seals of approval for example the *https* standard and the padlock icon. They learn to identify the benefits and risks of giving personal information and device access to different software. They review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. They further develop a clear idea of what appropriate online behaviour entails, and how to protect themselves and others from online dangers, bullying and inappropriate behaviour. They begin to understand how information online can persist and give away details of those who share or modify it. They further develop their understanding of balancing screen time with other aspects of their lives and maintaining good mental health when using technology, particularly when accessing the Internet for any social functions or media consumption, and develop an awareness of the addictive and attention-seeking quality of many online interactions. They learn how to contribute to and manage a blog, and how and why a manager of a blog may require approval for posting. They learn about the importance of commenting on blogs, and how to peer-assess blogs against agreed success criteria.

In addition to beginning each academic year with their Purple Mash unit on online safety, online safety is continually reinforced through the weekly Online Safety Question of the Week for Key Stages 1 and 2 which our online safety lead created. These are also shared with families for further discussion via ClassDojo. In order to engage families with important aspects of online safety, our subject lead also posts the weekly "Wake Up Wednesday" publication from National Online Safety, which gives families a guide on different online safety threats every week with links to access support.

For further information on the aims, success criteria and end-of-unit outcomes for emerging, expected and exceeding levels of attainment in online safety, please refer to Purple Mash's *Progression of Online Safety Within the Computing Scheme of Work* document, and the *Prior and Future Working Links* documents for each year group.

None of our staff have specific subject specialism at degree level in information technology and information systems, computer science, information science, software engineering, computer engineering or cybersecurity. As part of our drive to ensure consistency and quality in our approach to teaching computing, our subject lead teaches years 4, 5 and 6. While his subject specialism is also not in any of these areas, his continual research into best practice, particularly via his membership of the Chartered College of Teaching and their *Impact* publications, as well as attendance of *Computer Science in Schools* Conferences at Staffordshire University, attempts to address this very common shortcoming in primary computing education.

Pandemic Disruption:

During the COVID-19 lockdowns, our children faced an unprecedented disruption to their whole lives, not just their education. While during lockdown we all worked tirelessly to provide the children with the best opportunity to access their entitlement to a broad and balanced curriculum, individual circumstances meant that there was a wide variance in how this curriculum was accessed across different sections of our community as families did their best under sometimes very challenging conditions.

In order to address this in computing, for the academic year 2021-2022, all classes used our scheme's "Crash Course" versions of each unit of study. These require no prior knowledge built up from previous years' units, and provide an accelerated progress towards meeting the key objectives in each unit, albeit with a somewhat stripped-down approach. We have found that this enabled children to access units much more easily in the academic year 2022-2023 so that their learning in computing could thus be resumed properly. Computing is now taught using the usual approach, following the Purple Mash scheme, modified and adapted as appropriate to each class at the teachers' discretion.

Outcomes:

Our Computing curriculum is high quality, well thought out and planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. As computing by its nature sees children engage with learning in a very different way to the majority of learning in other subjects (via use of a computer rather than pen and paper), in cases where a child struggles to achieve highly or experience satisfying progress in other subjects, it is often in computing that these children might find that they can flourish and even excel. Those who struggle to write, for example, may often find that in computing this is much less of an impediment than in other subjects. Swann and Peacock et al's *Creating Learning Without Limits* (2012) was a foundational text in the computing subject leader's reading during his early teaching career, and as such the concept of teaching without the determinist concept of fixed ability, and instead of enhancing the learning capacity of every child as an individual, is firmly embedded in the way in which we approach teaching computing at St. Anne's. Similarly, so are Rosenshine's Principles of Instruction, which emphasise the need for reviewing previous learning, presenting material in small steps with plenty of skills practice,

asking lots of questions and stimulating discussion around learning, effective modelling, guided practice, frequent checks for understanding, children gaining a sense of achievement and success in the classroom, the use of scaffolds for difficult or complex tasks, the need for extensive, successful, independent practice, and regular review of learning in order to develop well-connected and automatic knowledge (Rosenshine, 2012).

Our use of the Purple Mash scheme supports us in utilising these principles to ensure the best outcomes we can give to our children. In addition, we measure the impact of our curriculum through the following methods:

- Comprehensive yet manageable teacher assessment in line with both the Purple Mash scheme of work and National Curriculum objectives (as well as our own additional unit of objectives on essential skills),
- An area for each year group to display work in which shows progression through the school, and
- Cross-curricular links that enable children to use their digital presentation skills in a variety of ways in multiple lessons.

The success of our curriculum will also be measured by how effectively it helps our pupils develop into well-rounded individuals who embody our school values and carry with them the knowledge, skills, and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to have all six of our school's core values embedded and utilised by the time they leave St Anne's at the age of 11. These are: *kindness, respect, perseverance, honesty, faith and community.* When children leave St Anne's they are not only ready for their journey into Key Stage 3, but are well-rounded individuals with positive attitudes towards learning who use technology confidently, competently and perhaps most importantly with a deeply embedded sense of responsibility.

Last reviewed: Autumn 2024 by J. Nixon

References:

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