

## Teaching Online Safety in Schools (DFE 2023)

### Non statutory

### Summary and checklist

Curriculum context	Subject Area	Year Group	Topic	When
What positive, healthy and respectful relationships look like.	P4L	7	Healthy relationships - Cyber bullying, Online Safety.	Spring
Effects of online actions on others.	P4L	8	Healthy Lifestyles - Risky behaviour	Spring
How to recognise and display respectful behaviour online.	P4L	8	Personal safety - Online Safety	Summer
How to use technology safely, responsibly, respectfully and securely.	P4L	9	Big Questions - Is social media bad for you?	Summer
Where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Assembly	All	Anti-bullying week	Week 10
	Assembly	All	Friends cleanse	Week 17
	Computing	9	9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Autumn
	Computer Science	10, 11	Topic 5: Issues and impact	Spring
Freedom of speech.	Assembly	All	Individual liberty	Week 29
	Assembly	All	Tolerance of those of different faiths and beliefs	Week 30
	Assembly	All	Mutual respect	Week 31
	Assembly	All	The rule of law	Week 32
	French	10, 11	Technology in Everyday life. Exploration and discussion of online risks, device/Internet usage including frequency and addiction, consequences of excessive internet usage, advantages and disadvantages of technology and the internet.	Spring
The role and responsibility of the media in informing and shaping public opinion.	Computing	7	7.2 - Office Skills (Searching the web / bias / reliability / validity and legislation).	Autumn
	Assembly	All	Toxic influence & self-esteem (dove video)	Week 7
	Computing	8	8.1 - E-Safety (Body image and social media, exploitation, county lines).	Autumn
	Computing	7	7.4 - Photoshop	Spring
The concept of democracy, freedom, rights, and responsibilities.	Computing	9	9.4 - Photoshop	Spring
	Citizenship	All	Democracy, freedom, rights, and responsibilities.	Throughout academic year
	Assembly	All	Democracy	Week 28
	Assembly	All	Individual liberty	Week 29
	Assembly	All	Tolerance of those of different faiths and beliefs	Week 30
	Assembly	All	Mutual respect	Week 31
	Assembly	All	The rule of law	Week 32
	RSE	7	Rights and responsibilities	Autumn
	RSE	8	Democracy	Autumn
RSE	9	Big questions - Democracy, freedom, rights, and responsibilities.	Throughout academic year	

How to evaluate what they see online	Subject Area	Year Group	Topic	When
<ul style="list-style-type: none"> <li>• whether a website, URL or email is fake</li> <li>• what cookies do and what information they are sharing</li> <li>• if a person or organisation is who they say they are</li> <li>• why a person wants them to see, send or believe something</li> <li>• why a person wants their personal information</li> <li>• the reason why something has been posted</li> <li>• whether something they see online is fact or opinion</li> </ul>	Assembly	All	Real V online self	Week 18
	History	All	When looking at sources, consider where they come from and how their context may impact their reliability.	Throughout academic year
	History	All	Using This knowledge to consider evidence in the real world including TikTok's, news articles on Facebook.	Throughout academic year
	Maths	All	Lessons on data and data handling teach how to be critical of presented data – for instance looking at how graphs and charts can be used to convey a chosen point of view.	Throughout academic year
	Maths	All	Students are encouraged to look critically at the source of any information they find online.	Throughout academic year
	Computing	7	7.4 - Photoshop	Spring
	Computing	9	9.4 – Photoshop	Spring
Computer Science	10, 11	1.6 Ethical, legal, cultural & environmental impacts of digital technology	Spring	

How to recognise techniques used for persuasion	Subject Area	Year Group	Topic	When
<ul style="list-style-type: none"> <li>• online content which tries to make people believe something false is true or mislead (misinformation and disinformation)</li> <li>• techniques that companies use to persuade people to buy something</li> <li>• ways in which criminals may try to defraud people online</li> <li>• ways in which games and social media companies try to keep users online longer (persuasive or sticky design)</li> <li>• grooming and manipulation techniques used by criminals</li> <li>• ways to protect themselves from a range of cyber crimes</li> </ul>	Assembly	All	Grooming	Week 12
	Assembly	All	Radicalisation	Week 13
	Assembly	All	Look up	Week 16
	Assembly	All	Real V online self	Week 18
	RSE	10	Crime and Social Influence - Cyber Crime.	Summer
	RSE / Assembly	All	What to do and where to get support to report material or manage issues online.	Throughout academic year
	Business	10, 11	Promotion - marketing mix.	Spring
	English	9	Search for Truth - focussed on explorative journalism – students encouraged not to believe everything they read online or in print. Explores how the media can manipulate the viewpoints of society.	Spring
	Maths	All	Lessons on data and data handling teach how to be critical of presented data – for instance looking at how graphs and charts can be used to convey a chosen point of view.	Throughout academic year
	Maths	All	Students are encouraged to look critically at the source of any information they find online.	Throughout academic year
Computing	7	7.4 - Photoshop	Spring	
Computing	9	9.4 - Photoshop	Spring	
Computer Science	10, 11	1.6 Ethical, legal, cultural & environmental impacts of digital technology	Spring	

Online behaviour	Subject Area	Year Group	Topic	When
<p>That the same standard of behaviour and honesty apply on and offline, including the importance of respect for others.</p> <p>To recognise unacceptable behaviour in others.</p>	P4L	7	Healthy relationships - Cyber bullying, Online Safety.	Spring
	P4L	8	Healthy Lifestyles - Risky behaviour	Spring
	P4L	8	Personal safety - Online Safety	Summer
	P4L	9	Big Questions - Is social media bad for you?	Summer
	Assembly	All	Look up	Week 16
	French	10, 11	Technology in Everyday life. Exploration and discussion of online risks, device/Internet usage including frequency and addiction, consequences of excessive internet usage, advantages and disadvantages of technology and the internet.	Spring

How to identify online risks	Subject Area	Year Group	Topic	When
<p>Help pupils assess a situation, think through the consequences of acting in different ways and decide on the best course of action.</p> <ul style="list-style-type: none"> <li>the ways in which someone may put themselves at risk online</li> <li>risks posed by another person's online behaviour</li> <li>when risk taking can be positive and negative</li> <li>online reputation and the positive and negative aspects of an online digital footprint</li> <li>sharing information online and how to make a judgement about when and how to share and who to share with</li> <li>the risks of cybercrime, online fraud and identity theft</li> </ul>	RSE	9, 10 and 11	<p><b>Online risks</b> - including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p><b>Sharing of material</b> - Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>What to do and where to get support to report material or manage issues online.</p> <p><b>The impact</b> of viewing harmful content e.g. pornography</p> <p><b>The law</b> on sharing and viewing indecent images of children (including those created by children)</p>	Throughout academic year
	RSE	All	How information and data is generated, collected, shared and used online	Throughout academic year
	RSE	All	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn.	Throughout academic year
	RSE	10	Crime and Social Influence - Cyber Crime.	Summer
	Assembly	All	Real V online self	Week 18
	French	10, 11	Technology in Everyday life. Exploration and discussion of online risks, device/Internet usage including frequency and addiction, consequences of excessive internet usage, advantages and disadvantages of technology and the internet.	Spring
	Computing	7	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking).	Autumn
	Computing	8	8.1 - E-Safety (Body image and social media, exploitation, county lines).	Autumn
	Computing	9	9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Autumn

How and when to seek support	Subject Area	Year Group	Topic	When
<p>Enable pupils to understand safe ways in which to seek support if they are concerned or upset by something they have seen online.</p> <ul style="list-style-type: none"> <li>• identify who trusted adults are</li> <li>• access support from the school, police, the <a href="#">National Crime Agency's Click CEOP reporting service</a> for children and 3rd sector organisations such as <a href="#">Childline</a> and <a href="#">Internet Watch Foundation</a></li> <li>• report cybercrime, fraud and suspicious online activity, through organisations such as <a href="#">Action Fraud</a> and the <a href="#">Advertising Standards Authority</a></li> <li>• report inappropriate contact or content for various platforms and apps</li> </ul>	RSE / Assembly	All	What to do and where to get support to report material or manage issues online.	Throughout academic year
	Computing	7	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking).	Autumn
	Computing	8	8.1 - E-Safety (Body image and social media, exploitation, county lines).	Autumn
	Computing	9	9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Autumn

Online media literacy strategy	Subject Area	Year Group	Topic	When
<p>The risks of sharing personal data and how to protect their privacy.</p> <p>How the online environment operates.</p> <p>How online content is generated and to critically analyse the content they consume.</p> <p>That online actions can have offline consequences and use this understanding in their online interactions.</p> <p>How to participate positively in online engagement, while understanding the risks of engaging with others.</p>	RSE	9, 10 and 11	<p><b>Online risks</b> - including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p>How information and data is generated, collected, shared and used online.</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn.</p>	Throughout academic year
	Assembly	All	Real V online self	Week 18
	Art / Arts and Crafts / Dance	All	Safe use of technology employed during the gathering of research whilst using the internet.	Throughout academic year
	English	9	Search for Truth - focussed on explorative journalism – students encouraged not to believe everything they read online or in print. Explores how the media can manipulate the viewpoints of society.	Spring
	History	All	When looking at sources, consider where they come from and how their context may impact their reliability.	Throughout academic year
	History	All	Using This knowledge to consider evidence in the real world including TikTok's, news articles on Facebook.	Throughout academic year
	Maths	All	Lessons on data and data handling teach how to be critical of presented data – for instance looking at how graphs and charts can be used to convey a chosen point of view.	Throughout academic year
	Maths	All	Students are encouraged to look critically at the source of any information they find online.	Throughout academic year
	Computing	7	7.2 - Office Skills (Searching the web / bias / reliability / validity and legislation).	Autumn
	Computing	7	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking).	Autumn
	Computing	8	8.1 - E-Safety (Body image and social media, exploitation, county lines).	Autumn
	Computing	9	9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Autumn
	Computer Science	10, 11	1.6 Ethical, legal, cultural & environmental impacts of digital technology	Spring

Teaching about harms and risks	Subject Area	Year Group	Topic	When
<ul style="list-style-type: none"> <li>• Age restrictions</li> <li>• How content can be used and shared</li> <li>• Disinformation, misinformation, malinformation and hoaxes</li> <li>• Fake websites and scam emails</li> <li>• Fraud (online)</li> <li>• Password phishing</li> <li>• Personal data</li> <li>• Persuasive design</li> <li>• Privacy settings</li> <li>• Targeting of online content (including on social media and search engines)</li> </ul>	RSE	9, 10 and 11	<p><b>Online risks</b> - including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p><b>Sharing of material</b> - Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>What to do and where to get support to report material or manage issues online.</p> <p><b>The impact</b> of viewing harmful content e.g. pornography</p> <p><b>The law</b> on sharing and viewing indecent images of children (including those created by children)</p> <p>How information and data is generated, collected, shared and used online</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn.</p>	Throughout academic year
	Assembly	All	Real V online self	Week 18
	Business	10, 11	Promotion - marketing mix.	Spring
	English	9	Search for Truth - focussed on explorative journalism – students encouraged not to believe everything they read online or in print. Explores how the media can manipulate the viewpoints of society.	Spring
	Computing	7	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking).	Autumn
	Computer Science	10, 11	1.4 Network security	Spring
	Computer Science	10, 11	1.6 Ethical, legal, cultural & environmental impacts of digital technology	Spring

How to navigate the internet and manage information	Subject Area	Year Group	Topic	When
<p>Managing online information.</p> <ul style="list-style-type: none"> <li>• Self-image and identity</li> <li>• Online relationships</li> <li>• Online reputation</li> <li>• Online bullying</li> <li>• Managing online information</li> <li>• Health, well-being and lifestyle</li> </ul>	Assembly	All	Anti-bullying week	Week 10
	Assembly	All	Friends cleanse	Week 17
	Assembly	All	Real V online self	Week 18
	Assembly	All	Children's mental health week	Week 20
	Assembly	All	Internet safety week	Week 21
	English	8	Fear Factor - explores stereotyping and prejudice perpetuated on the internet.	Spring
	PE	All	Discuss the benefits/challenges of using wearable technology. How does technology impact what we see as healthy?	Summer
	Computing	7	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking).	Autumn
	Computing	8	8.1 - E-Safety (Body image and social media, exploitation, county lines).	Autumn
	Computing	9	9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Autumn

Copyright and ownership.	Business	10, 11	Lack of laws (data protection and copyright) when talking about manufacturing and production costs in different countries.	Autumn
	Drama	10, 11	Copyright in performances and live productions.	Throughout academic year
	Music	All	Safe use of sharing music across the internet.	Throughout academic year
	Music	All	Copyright in composing and performance music.	Throughout academic year
	Computing / iMedia (ICT)	All	Be able to identify different legislation around assets and data. Understanding intellectual properties, copyright, trademarks, Creative Commons and data protection.	Throughout academic year
	Computing / iMedia (ICT)	All	Identify steps on how to avoid breaking any legislation surrounding assets and using the internet.	Throughout academic year
	Computer Science	10, 11	1.6 Ethical, legal, cultural & environmental impacts of digital technology	Spring
Privacy and security.	All NEA / coursework based subjects	10, 11	Exploring the Data Protection Act allows students to understand how to keep electronic data safe.	Autumn
	All NEA / coursework based subjects	10, 11	Safe and lawful use of information from other sources.	Throughout academic year
	Drama	10, 11	Safe use of sharing media across the internet.	Spring
	Computer Science	10, 11	1.4 Network security	Spring
	Computer Science	10, 11	1.6 Ethical, legal, cultural & environmental impacts of digital technology	Spring
<p>Age Restrictions</p> <ul style="list-style-type: none"> <li>age verification exists and why some sites require a user to verify their age, for example, online gambling and purchasing of certain age restricted materials such as alcohol</li> <li>why age restrictions exist, for example, they provide a warning that the site may contain disturbing material that is unsuitable for younger viewers</li> <li>helping pupils understand how this content can be damaging to under-age consumers</li> <li>what the age of digital consent means - the minimum age (13) at which young people can agree to share information and sign up to social media without parental consent under General Data Protection Regulations</li> </ul>	RSE	9, 10 and 11	<b>The law</b> on sharing and viewing indecent images of children (including those created by children)	Throughout academic year
	Assembly	All	Explicit content	Week 19
	Media Studies	10, 11	Online Addiction: Pupils explore the impacts of over-exposure to online media formats and evaluate how various countries are dealing with the threat of online addiction.	Throughout academic year
	Media Studies	10, 11	Regulation: Pupils develop knowledge and understanding of how a variety of media industries are regulated and the dangers of online media, which is notoriously difficult to monitor.	Throughout academic year
	Computing	7	7.5 - Scratch	Summer
	Computing	8	8.5 - GameMaker (Legality of assets gathering, certification).	Summer
	iMedia (ICT)	10, 11	R093 – Certification, BBFC)	Autumn
Computer Science	10, 11	1.6 Ethical, legal, cultural & environmental impacts of digital technology	Spring	

How content can be used and shared	Subject Area	Year Group	Topic	When
What a digital footprint is, how it develops and how it can affect future prospects such as university and job applications.	Assembly	All	Internet safety week	Week 21
	Computing	7	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking).	Autumn
	Computing	8	8.1 - E-Safety (Body image and social media, exploitation, county lines).	Autumn
	Computing	9	9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Autumn
How cookies work.	Computing	7	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking).	Autumn
How content can be shared, tagged and traced.	Computing	7	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking).	Autumn
How difficult it is to remove something a user wishes they had not shared.	Assembly	All	Internet safety week	Week 21
		9	9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Autumn
The risk of identity theft or targeted approach from fraudsters using information shared online.	Assembly	All	Internet safety week	Week 21
	Computing	9	9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Autumn
Ensuring pupils understand what is illegal online, for example: <ul style="list-style-type: none"> <li>youth-produced sexual imagery (sexting)</li> <li>sharing illegal content such as extreme pornography or terrorist content</li> <li>the illegality of possession, creating or sharing any explicit images of a child even if created by a child</li> </ul>	RSE	9, 10 and 11	<b>The law</b> on sharing and viewing indecent images of children (including those created by children)  <b>The impact</b> of viewing harmful content e.g. pornography	Throughout academic year
	Computing	7	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking).	Autumn
	Computing	8	8.1 - E-Safety (Body image and social media, exploitation, county lines).	Autumn
	Computing	9	9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Autumn

Disinformation, misinformation, malinformation and hoaxes	Subject Area	Year Group	Topic	When
<ul style="list-style-type: none"> <li>disinformation and why individuals or groups choose to share false information in order to deliberately deceive</li> <li>misinformation and being aware that false and misleading information can be shared inadvertently</li> <li>malinformation and understanding that some genuine information can be published with the deliberate intent to harm, for example releasing private information or photographs (including revenge porn)</li> <li>online hoaxes, which can be deliberately and inadvertently spread for a variety of reasons</li> <li>explaining that the viral nature of this sort of content can often appear to be a stamp of authenticity and therefore why it is important to evaluate what is seen online</li> <li>how to measure and check authenticity online</li> <li>the potential consequences of sharing information that may not be true</li> </ul>	English	9	Search for Truth - focussed on explorative journalism – students encouraged not to believe everything they read online or in print. Explores how the media can manipulate the viewpoints of society.	Spring
	History	All	When looking at sources, consider where they come from and how their context may impact their reliability.	Throughout academic year
	History	All	Using This knowledge to consider evidence in the real world including TikTok's, news articles on Facebook.	Throughout academic year
	Maths	All	Lessons on data and data handling teach how to be critical of presented data – for instance looking at how graphs and charts can be used to convey a chosen point of view.	Throughout academic year
	Maths	All	Students are encouraged to look critically at the source of any information they find online.	Throughout academic year
	Computing	7	7.2 - Office Skills (Searching the web / bias / reliability / validity and legislation).	Autumn

Fake websites and scam emails	Subject Area	Year Group	Topic	When
<ul style="list-style-type: none"> <li>• how to look out for fake URLs and websites</li> <li>• ensuring pupils understand what secure markings on websites are and how to assess the sources of emails</li> <li>• explaining the risks of entering information to a website which isn't secure</li> <li>• what to do if harmed, targeted or groomed as a result of interacting with a fake website or scam email</li> <li>• who to go to and the range of support that is available</li> <li>• explaining the risk of 'too good to be true' online offers, advertising and fake product sales designed to persuade people to part with money for products and services that do not exist</li> </ul>	Media Studies	10, 11	Online spending: Pupils are exposed to the dangers of online currency in GaaS products and other media formats.	Throughout academic year
	Media Studies	10, 11	Online Addiction: Pupils explore the impacts of over-exposure to online media formats and evaluate how various countries are dealing with the threat of online addiction.	Throughout academic year
	Media Studies	10, 11	Regulation: Pupils develop knowledge and understanding of how a variety of media industries are regulated and the dangers of online media, which is notoriously difficult to monitor.	Throughout academic year
	Computing	7	7.2 - Office Skills (Searching the web / bias / reliability / validity and legislation).	Autumn

Password phishing	Subject Area	Year Group	Topic	When
<ul style="list-style-type: none"> <li>• why passwords are important, how to keep them safe and that others may try to trick you to reveal them</li> <li>• explaining how to recognise phishing scams, for example, those that try to get login credentials and passwords</li> <li>• the importance of online security to protect against viruses (such as keylogging) that are designed to access, steal or copy passwords</li> <li>• what to do when a password is compromised or thought to be compromised</li> </ul>	Computing	7	7.2 - Office Skills (Searching the web / bias / reliability / validity and legislation).	Autumn
	Computer Science	10, 11	1.4 Network security	Spring
	Computer Science	10, 11	1.6 Ethical, legal, cultural & environmental impacts of digital technology	Spring

Personal data	Subject Area	Year Group	Topic	When
<ul style="list-style-type: none"> <li>• how cookies work</li> <li>• how data is farmed from sources which look neutral, for example, websites that look like games or surveys that can gather lots of data about individuals</li> <li>• how, and why, personal data is shared by online companies, for example, data being resold for targeted marketing by email and text (spam)</li> <li>• how pupils can protect themselves, including what to do if something goes wrong (for example data being hacked) and that acting quickly is essential</li> <li>• the rights children have with regard to their data, including particular protections for children under the General Data Protection Regulations (GDPR)</li> <li>• how to limit the data companies can gather, including paying particular attention to boxes they tick when playing a game or accessing an app for the first time</li> </ul>	Computing	8	8.1 - E-Safety (Body image and social media, exploitation, county lines).	Autumn
	Computer Science	10, 11	1.4 Network security	Spring
	Computer Science	10, 11	1.6 Ethical, legal, cultural & environmental impacts of digital technology	Spring

Persuasive design	Subject Area	Year Group	Topic	When
<ul style="list-style-type: none"> <li>explaining that the majority of games and platforms are businesses designed to make money - their primary driver is to encourage users to be online for as long as possible to encourage them to spend money (sometimes by offering incentives and offers) or generate advertising revenue</li> <li>how designers use notifications to pull users back online</li> </ul>	Business	10, 11	Promotion - marketing mix.	Spring
	English	All	The dangers of social media explored through writing to argue / persuade.	Throughout academic year
	History	All	When looking at sources, consider where they come from and how their context may impact their reliability.	Throughout academic year
	History	All	Using This knowledge to consider evidence in the real world including TikTok's, news articles on Facebook.	Throughout academic year
	Media Studies	10, 11	Online spending: Pupils are exposed to the dangers of online currency in GaaS products and other media formats.	Throughout academic year
	Media Studies	10, 11	Online Addiction: Pupils explore the impacts of over-exposure to online media formats and evaluate how various countries are dealing with the threat of online addiction.	Throughout academic year
	Media Studies	10, 11	Regulation: Pupils develop knowledge and understanding of how a variety of media industries are regulated and the dangers of online media, which is notoriously difficult to monitor.	Throughout academic year

Privacy settings	Subject Area	Year Group	Topic	When
<ul style="list-style-type: none"> <li>how to find information about privacy setting on various sites, apps, devices and platforms</li> <li>explaining that privacy settings have limitations, for example, they will not prevent someone posting something inappropriate</li> </ul>	Computing	7	7.2 - Office Skills (Searching the web / bias / reliability / validity and legislation).	Autumn
	Computing	9	9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Autumn

Targeting of online content (including on social media and search engines)	Subject Area	Year Group	Topic	When
<ul style="list-style-type: none"> <li>how adverts seen at the top of online searches and social media feeds have often come from companies paying to be on there and different people will see different adverts</li> <li>how the targeting is done, for example, software which monitors online behaviour (sites they have visited in the past, people who they are friends with) to target adverts thought to be relevant to the individual user</li> <li>the concept of clickbait and how companies can use it to draw people onto their sites and services</li> </ul>	Computing	7	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking).	Autumn
	Computing	8	8.1 - E-Safety (Body image and social media, exploitation, county lines).	Autumn
	Computing	7	7.2 - Office Skills (Searching the web / bias / reliability / validity and legislation).	Autumn

How to stay safe online	Subject Area	Year Group	Topic	When
<ul style="list-style-type: none"> <li>Abuse (online)</li> <li>Online radicalisation</li> <li>Challenges</li> <li>Content which incites</li> <li>Fake profiles</li> <li>Grooming</li> <li>Live streaming</li> <li>Pornography</li> <li>Unsafe communication</li> </ul>	Assembly	All	Grooming	Week 12
	Assembly	All	Radicalisation	Week 13
	Assembly	All	Explicit content	Week 19
	Assembly	All	Internet safety week	Week 21
	Assembly	All	Friends cleanse	Week 17
	RSE	9, 10 and 11	<b>The law</b> on sharing and viewing indecent images of children (including those created by children)	Throughout academic year
	RSE	9, 10 and 11	<b>The impact</b> of viewing harmful content e.g. pornography	Throughout academic year
	Computing	7	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking).	Autumn
	Computing	8	8.1 - E-Safety (Body image and social media, exploitation, county lines).	Autumn
Computing	9	9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Autumn	

Wellbeing	Subject Area	Year Group	Topic	When
<ul style="list-style-type: none"> <li>Impact on confidence (including body confidence)</li> <li>Impact on quality of life, physical and mental health and relationships</li> <li>Online versus offline behaviours</li> <li>Reputational damage</li> <li>Suicide, self-harm and eating disorders</li> </ul>	Assembly	All	Toxic influence & self-esteem (dove video)	Week 7
	Assembly	All	Look up	Week 16
	Assembly	All	Real V online self	Week 18
	Assembly	All	Explicit content	Week 19
	Computing	7	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking).	Autumn
	Computing	8	8.1 - E-Safety (Body image and social media, exploitation, county lines).	Autumn
	Computing	9	9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Autumn

Vulnerable pupils	Subject Area	Year Group	Topic	When
<ul style="list-style-type: none"> <li>Avoid reacting to media panic headlines</li> <li>Screens: time online or context, creativity and content?</li> <li>Don't ban social media</li> <li>Support the child's desire for autonomy</li> <li>Don't replace carer interaction with digital devices</li> <li>Understand how motivation outweighs rules</li> </ul>				

Engaging staff, pupils, parents and carers
<ul style="list-style-type: none"> <li></li> </ul>

Reviewing and maintaining the online safety principles
<ul style="list-style-type: none"> <li></li> </ul>

### NELT and Protection of Students whilst online

Our systems protect our students by:

- Smoothwall filters – which prevents access to sites that are not suitable including anything else that might try to access our systems. It tailored to different key stages
- Email filters – see below....and a default 'no mail to pupils' policy, either between pupils or from anyone external to the trust
- Managed Monitor product which will detect safeguarding risks and behaviours when students/staff are online on school systems. DSL's get the alerts at any time of the day and in the most serious of cases the company ring the school and keeps escalating and ringing till they have confirmation we are aware of an issue.

Email filters:

### Inbound Email Security

- + Advanced Threat Protection
- + Spam Protection
- + Virus Protection
- + Denial of Service (DoS) Attack Protection
- + Email Spooling
- + Spam and Virus Pre-Filtering

