

## Online Safety Mapping for Coteford Junior School

Tables from [gov.uk/government/publications/teaching-online-safety-in-schools](https://www.gov.uk/government/publications/teaching-online-safety-in-schools) document with guidance as to how to deliver online safety alongside SRE guidance.

- Managing online information
- Copyright and ownership
- Privacy and Security

The potential harm or risk	Description	Links to RSE / Computing curriculum	Resources / ideas	When / where / how
<p><b>Age restrictions</b></p>	<p>Some online activities have age restrictions because they include content which is not appropriate for children under a specific age.</p> <p><b>Teaching could include:</b></p> <p>that 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</p> <p>why age restrictions exist - for example, they provide a warning that the site may contain disturbing material that is unsuitable for younger viewers, helping pupils understand how this content can be damaging to under-age consumers</p> <p>the age of digital consent- 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. Why it is important and what it means in practice.</p>	<p>Health Education core content – internet safety and harms. “why social media, some computer games and online gaming, for example, are age restricted”</p> <p>Computing curriculum – some schools may want to discuss age restrictions as part of e-safety (all ages) “use technology safely and respectfully”</p>	<ul style="list-style-type: none"> <li>• Do a survey of all the games your pupils know / play. Ask them to guess what the age ratings are / then check.</li> <li>• Ask them to explain if an 18-rated game is difficult (answer - no!) and to explain what things they can't do until they are 18 (or 13)</li> <li>• <a href="https://www.actionforchildren.org.uk/news-and-blogs/parenting-tips/2018/august/video-game-age-restrictions/">https://www.actionforchildren.org.uk/news-and-blogs/parenting-tips/2018/august/video-game-age-restrictions/</a> (ask pupils if they know what the symbols mean)</li> <li>• Ask pupils what has upset them or their friends online - what can they do about it? (discuss with DSL before this exercise)</li> </ul> <p>Common Sense Media Digital Citizens – Media Balance and Well-Being  <a href="https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2">https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2</a></p>	<p>R26 R23 L13 L14 H37 H42</p>

<p><b>Content: How it can be used and shared</b></p>	<p>Knowing what happens to information, comments or images that are put online.</p> <p><b>Teaching could include:</b></p> <p>What a digital footprint is, how it develops and how it can affect future prospects such as university and job applications.</p> <p>How cookies work, how content can be shared, tagged and track, how difficult it is to remove something a user wishes they had not shared, ensuring pupils understand what is illegal online, especially what may in some cases be seen as “normal” behaviours, for example youth-produced sexual imagery (sexting).</p> <p>This could include <a href="#">copyright</a>, sharing illegal content such as extreme pornography or terrorist content as well as the illegality of possession, creating or sharing any explicit images of a child even if created by a child.</p>	<p>Relationships education core content (all stages) – online relationships. “how information and data are shared and used online”</p> <p>Health education core content (all stages) – internet safety and harms “how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.”</p> <p>Computing curriculum (all key stages) – “identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.”</p>	<ul style="list-style-type: none"> <li>• <a href="http://onlineidentity.lgfl.net">http://onlineidentity.lgfl.net</a> (e.g. Online Reputation checklist, ‘The Interview’ video for secondary or ‘Digital footprint’ from BBC Own It for primary)</li> <li>• <a href="https://youtu.be/IPQhME1UYQU">https://youtu.be/IPQhME1UYQU</a> (simpler)</li> <li>• <a href="https://youtu.be/DyO87X04Fi8">https://youtu.be/DyO87X04Fi8</a> (more advanced)</li> <li>• <a href="https://www.bt.com/consumer/cookie/about-cookies.html">https://www.bt.com/consumer/cookie/about-cookies.html</a> (overview of types of cookie on a website)</li> <li>• <a href="https://ico.org.uk/for-organisations/in-your-sector/education/resources-for-schools/">https://ico.org.uk/for-organisations/in-your-sector/education/resources-for-schools/</a></li> <li>• <a href="#">Video 2 of Jessie &amp; Friends</a></li> <li>• <a href="https://www.bbc.co.uk/news/av/technology-44006602/what-is-gdpr-technology-explained">https://www.bbc.co.uk/news/av/technology-44006602/what-is-gdpr-technology-explained</a></li> <li>• <a href="#">Sexting.lgfl.net</a></li> <li>• <a href="https://www.bbc.com/ownit/its-personal/where-are-your-photos-going?collection=safes-internet-day-2019">https://www.bbc.com/ownit/its-personal/where-are-your-photos-going?collection=safes-internet-day-2019</a></li> </ul> <p>Common Sense Media Digital Citizens – Digital Footprint / Identity Safer Internet Day 2020  <a href="https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2">https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2</a></p>	
<p><b>Disinformation, misinformation and hoaxes</b></p>	<p>Some information shared online is accidentally or intentionally wrong, misleading, or exaggerated.</p> <p><b>Teaching could include:</b></p>	<p>Relationships education (all stages), relationships and sex education (secondary) and health education</p>	<ul style="list-style-type: none"> <li>• <a href="http://fakenews.lgfl.net">fakenews.lgfl.net</a></li> <li>• <a href="http://trustme.lgfl.net">trustme.lgfl.net</a></li> <li>• <a href="#">Jessie &amp; Friends video 2</a></li> </ul>	<p>L13 L14</p>

	<p>disinformation and why individuals or groups choose to share false information in order to deliberately deceive</p> <p>misinformation and being aware that false and misleading information can be shared inadvertently</p> <p>online hoaxes, which can be deliberately and inadvertently spread for a variety of reasons</p> <p>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</p> <p>how to measure and check authenticity online</p> <p>the potential consequences of sharing information that may not be true.</p>	<p>(all stages) – the law “Pupils should be made aware of the relevant legal provisions when relevant topics are being taught”</p> <p>Computing curriculum (key stages 2 and above) - “use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content”</p>	<p>Common Sense Media Digital Citizens – News and Media Literacy  <a href="https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2">https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2</a></p>	
<p><b>Fake websites and scam emails</b></p>	<p>Fake websites and scam emails are used to extort data, money, images and other things that can either be used by the scammer to harm the person targeted or sold on for financial, or other gain.</p> <p><b>Teaching could include:</b></p> <p>how to look out for fake URLs and websites</p> <p>ensuring pupils understand what secure markings on websites are and how to assess the sources of emails</p> <p>explaining the risks of entering information to a website which isn’t secure</p> <p>what to do if harmed/targeted/groomed as a result of interacting with a fake website</p>	<p>Relationships education (all stages), relationships and sex education (secondary) and health education (all stages) – the law “Pupils should be made aware of the relevant legal provisions when relevant topics are being taught”</p> <p>Computing curriculum (all key stages) - “use search technologies effectively, appreciate how results are selected</p>	<p>:</p> <ul style="list-style-type: none"> <li>• <a href="http://safesurf.lqfl.net">http://safesurf.lqfl.net</a></li> <li>• <a href="http://fakenews.lqfl.net">fakenews.lqfl.net</a></li> </ul> <p>Common Sense Media Digital Citizens – News and Media Literacy  <a href="https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2">https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2</a></p>	<p>L12</p>

	or scam email. Who to go to and the range of support that is available.	and ranked, and be discerning in evaluating digital content”		
<b>Fraud (online)</b>	<p>Fraud can take place online and can have serious consequences for individuals and organisations.</p> <p><b>Teaching could include:</b></p> <p>what identity fraud, scams and phishing</p> <p>that children are sometimes targeted to access adult’s data, for example, passing on their parents or carers details (bank details, date of birth, national insurance number etc). Therefore there is a need to keep everyone’s information secure not just their own</p> <p>what “good” companies will and won’t do when it comes to personal details, for example a bank will never ask you to share a password or move money into a new account.</p>	<p>Relationships education core content – online relationships. “that people sometimes behave differently online, including by pretending to be someone they are not.”</p> <p>Computing curriculum (all key stage) – “use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content”</p>	<p><i>Examples of resources/ collections:</i></p> <ul style="list-style-type: none"> <li>• <a href="http://cybersecurity.lgfl.org.uk">http://cybersecurity.lgfl.org.uk</a></li> <li>• <a href="http://safesurf.lgfl.net">http://safesurf.lgfl.net</a></li> <li>• <a href="http://fakenews.lgfl.net">fakenews.lgfl.net</a></li> <li>• <a href="http://actionfraud.police.uk/">actionfraud.police.uk/</a> (for adults to contact)</li> </ul> <p>Common Sense Media Digital Citizens – Privacy and Security</p>	<p>R12 R22 R23 R29 R30</p>
<b>Password phishing</b>	<p>Password phishing is the process by which people try to find out your passwords so they can access protected content.</p> <p><b>Teaching could include:</b></p> <p>why passwords are important, how to keep them safe and that others may try to trick you to reveal them</p> <p>explaining how to recognise phishing scams, for example those that seek to gather login in credentials and password</p>	<p>Relationships education core content (all stages) - online relationships. “the rules and principles for keeping safe online”</p> <p>Computing curriculum (all key stages) – “use technology safely, respectfully and responsibly”</p>	<p><i>Examples of resources/ collections:</i></p> <p><a href="http://safesurf.lgfl.net">http://safesurf.lgfl.net</a></p> <p>Common Sense Media Digital Citizens – Privacy and Security <a href="https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2">https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2</a></p>	<p>R22 L13</p>

	importance of online security to protect against viruses (such as keylogging) that are designed to access/steal/copy passwords information, what to do when a password is compromised or thought to be compromised.			
<b>Personal data</b>	<p>Online platforms and search engines gather personal data. This is often referred to as 'harvesting' or 'farming'. Teaching could include</p> <p>how cookies work</p> <p>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</p> <p>how, and why, personal data is shared by online companies. For example data being resold for targeted marketing by email/text (spam)</p> <p>how pupils can protect themselves, including what to do if something goes wrong (for example data being hacked) and that acting quickly is essential</p>	<p>Relationships education core content (all stages) – online relationships. “how information and data is shared and used online”</p> <p>RSE (secondary) core content – online relationships. “how information and data is generated, collected, shared and used online”</p> <p>Computing curriculum (all key stages) – “use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Computing curriculum (all key stages) – “use technology safely and respectfully, keeping personal information private”</p>	<p><i>Examples of resources/ collections:</i></p> <ul style="list-style-type: none"> <li>• <a href="https://youtu.be/IPQhME1UYQU">https://youtu.be/IPQhME1UYQU</a> (simpler)</li> <li>• <a href="https://youtu.be/DyO87X04Fj8">https://youtu.be/DyO87X04Fj8</a> (more advanced)</li> <li>• <a href="https://www.bt.com/consumer/cookie/about-cookies.html">https://www.bt.com/consumer/cookie/about-cookies.html</a> (overview of types of cookie on a website)</li> <li>• <a href="https://ico.org.uk/for-organisations/in-your-sector/education/resources-for-schools/">https://ico.org.uk/for-organisations/in-your-sector/education/resources-for-schools/</a></li> <li>• <a href="https://www.bbc.co.uk/news/av/technology-44006602/what-is-gdpr-technology-explained">https://www.bbc.co.uk/news/av/technology-44006602/what-is-gdpr-technology-explained</a></li> </ul> <p>Common Sense Media Digital Citizens – Privacy and Security</p> <p><a href="https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2">https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2</a></p>	L13 R22
<b>Persuasive design</b>	<p>Many devices/apps/games are designed to keep users online for longer than they might have planned or desired.</p> <p><b>Teaching could include:</b></p>	<p>Health education core content (all stages) – internet safety and harms. “about the benefits of rationing</p>	<ul style="list-style-type: none"> <li>• Page 6 of this report as discussion starter - <a href="https://5rightsfoundation.com/static/5Rights-Disrupted-Childhood.pdf">https://5rightsfoundation.com/static/5Rights-Disrupted-Childhood.pdf</a></li> </ul>	H16 L22

	<p>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</p> <p>how designers use notification to pull users back online.</p>	<p>time spent online, the risks of excessive internet time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing"</p> <p>Health education (secondary) core content – internet safety and harms “the risks related to online gambling including the accumulation of debt.”</p> <p>Computing curriculum (all key stages) – “use technology safely, respectfully and responsibly”</p>	<ul style="list-style-type: none"> <li>• <a href="https://www.pbs.org/newshour/extra/lessons-plans/are-teens-addicted-to-technology/">https://www.pbs.org/newshour/extra/lessons-plans/are-teens-addicted-to-technology/</a></li> </ul> <p>Common Sense Media Digital Citizens – News and Media Literacy</p> <p><a href="https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2">https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2</a></p>	
<p><b>Privacy settings</b></p>	<p>Almost all devices, websites, apps and other online services come with privacy setting that can be used to control what is shared.</p> <p><b>Teaching could include:</b></p> <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>	<p>Relationships education core content – online relationships. “the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.”</p> <p>Computing curriculum (all key stages) –</p>	<ul style="list-style-type: none"> <li>• Why not challenge your students to present to the class all the possible privacy settings for their favourite apps/sites/games?</li> <li>• Same for app permissions</li> <li>• <a href="http://privacy.lqfl.net">privacy.lqfl.net</a> (e.g. simplified terms and conditions documents)</li> <li>• <a href="https://www.commonsense.org/education/teaching-strategies/protect-your-students-data-and-privacy">https://www.commonsense.org/education/teaching-strategies/protect-your-students-data-and-privacy</a></li> </ul>	<p>R29</p>

		<p>“understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy”</p>	<p>Common Sense Media Digital Citizens – Privacy and Security</p> <p><a href="https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2">https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2</a></p>	
<p><b>Targeting of online content including on social media and search engines.</b></p>	<p>Much of the information seen online is a result of some form of targeting. Teaching could include:</p> <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 etc) 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>	<p>Health education – core content (all stages) - internet safety and harms. “how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted”</p> <p>Computing curriculum (all key stages) – “use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content”</p>	<p><i>Examples of resources/ collections:</i></p> <ul style="list-style-type: none"> <li>• <a href="http://trustme.lgfl.net">trustme.lgfl.net</a> (section on ads and sponsored links)</li> <li>• Blue Feed, Red Feed (left and right-wing takes on the same news) from <a href="http://fakenews.lgfl.net">fakenews.lgfl.net</a> (compare to Brexit remain / leave campaign targeting)</li> </ul>	<p>L13 L14</p>

## How to stay safe online

- Online relationships
- Privacy and Security
- Online reputation
- Online bullying

The potential harm or risk	Description	Links to RSE / Computing curriculum	Resources / ideas	When / where / how
<b>Abuse (online)</b>	<p>Some online behaviours are abusive. They are negative in nature, potentially harmful and in some cases can be illegal.</p> <p>Teaching could include</p> <ul style="list-style-type: none"> <li>• explaining about the types of online abuse including sexual, harassment, bullying, trolling and intimidation,</li> <li>• explanation of when online abuse can cross a line and become illegal, such as forms of hate crime and blackmail,</li> <li>• how to respond to online abuse including how to access help and support,</li> <li>• how to respond when the abuse is anonymous,</li> <li>• discussing the potential implications of online abuse,</li> </ul>	<p>Relationships education core content (all stages) – online relationships. “the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.”</p> <p>Relationships Education core content (all stages) – online relationships. “about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.”</p> <p>Relationships education, relationships and sex education and health education – the law “Pupils should be made aware of the relevant legal provisions when relevant topics are being taught”</p> <p>Health education core content (all stages) – internet safety and harms. “that the</p>	<p><i>Examples of resources/ collections:</i></p> <ul style="list-style-type: none"> <li>• <a href="http://grooming.lgfl.net">grooming.lgfl.net</a></li> <li>• <a href="http://bullying.lgfl.net">bullying.lgfl.net</a></li> <li>• <a href="http://prevent.lgfl.net">prevent.lgfl.net</a></li> <li>• <a href="http://syv.lgfl.net">syv.lgfl.net</a></li> <li>• <a href="http://cse.lgfl.net">cse.lgfl.net</a></li> <li>• <a href="http://reporting.lgfl.net">reporting.lgfl.net</a></li> </ul> <p>Common Sense Media Digital Citizens – Relationships and Communication</p> <p><a href="https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2">https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2</a></p>	<p>R11 R12 R13 R18 R19 R20 R31</p>

	<p>including implications for victims,</p> <ul style="list-style-type: none"> <li>being clear what good online behaviours do and don't look like.</li> </ul>	<p>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”</p> <p>Computing curriculum (all key stages) – “recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.”</p>		
<b>Challenges</b>	<p>Online challenges acquire mass followings and encourage others to take part in what they suggest.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> <li>explaining what an online challenge is and that while some will be fun and harmless, others may be dangerous and or even illegal,</li> <li>how to assess if the challenge is safe or potentially harmful, including considering who has generated the challenge and why,</li> <li>explaining to pupils that it is ok to say no and not take part,</li> <li>how and where to go for help if worried about a challenge,</li> <li>understanding the importance of telling an adult about challenges which include threat or secrecy ('chain letter' style challenges).</li> </ul>	<p>Relationships education (all stages) and relationships and sex education (secondary) – “about online risks, including that any material someone provides to another has the potential to be shared online.”</p> <p>Health Education core content (all stages) – “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”, “how to be a discerning consumer of information online” and “where and how to report concerns and get support with issues online.”</p>	<ul style="list-style-type: none"> <li><i>Please look at this (also good to inform work with parents) - <a href="http://scare.lqfl.net">http://scare.lqfl.net</a></i></li> <li>Talk to pupils about what to do if they are dared to do something and their experiences of this and saying no / peer pressure (remember not to give examples of challenges that may give them ideas)</li> </ul> <p>Common Sense Media Digital Citizens – Cyberbullying; Digital Drama and Hate Speech <a href="https://www.commonsense.org/edu">https://www.commonsense.org/edu</a></p>	R28 H38

			<a href="#">cation/digital-citizenship/curriculum?grades=k%2C1%2C2</a>	
<b>Content which incites</b>	<p>Knowing that violence can be incited online and escalate very quickly into offline violence.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> <li>ensuring pupils know that online content (sometimes gang related) can glamorise the possession of weapons and drugs,</li> <li>explaining that to intentionally encourage or assist an offence is also a criminal offence,</li> <li>ensuring pupils know how and where to get help if worried about involvement in violence.</li> </ul>	<p>Relationships education (all stages), relationships and sex education (secondary) and health education (all stages) – the law “Pupils should be made aware of the relevant legal provisions when relevant topics are being taught”.</p>	<ul style="list-style-type: none"> <li><a href="http://hate.lgfl.net">hate.lgfl.net</a></li> <li><a href="http://prevent.lgfl.net">prevent.lgfl.net</a></li> <li><a href="http://bullying.lgfl.net">bullying.lgfl.net</a></li> <li><a href="http://syv.lgfl.net">syv.lgfl.net</a></li> </ul> <p>Common Sense Media Digital Citizens – Cyberbullying; Digital Drama and Hate Speech</p> <p><a href="https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2">https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2</a></p>	R23 R29 R32 H38
<b>Fake profiles</b>	<p>Not everyone online is who they say they are.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> <li>explaining that in some cases profiles may be people posing as someone they aren't (i.e. an adult posing as a child) or may be “bots” (which are automated software programs designed to create and control fake social media accounts),</li> </ul>	<p>Relationships education core content (all stages) – online relationships. “that people sometimes behave differently online, including by pretending to be someone they are not.”</p> <p>Computing curriculum (all stages) – “identify a range of ways to report concerns about content and contact.”</p>	<ul style="list-style-type: none"> <li><a href="http://fakenews.lgfl.net">fakenews.lgfl.net</a></li> <li><a href="http://grooming.lgfl.net">grooming.lgfl.net</a></li> </ul> <p>Common Sense Media Digital Citizens – Footprints and Identity</p> <p><a href="https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2">https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2</a></p>	R12 R18 R28 R29

	<ul style="list-style-type: none"> <li>how to look out for fake profiles.</li> </ul> <p>This could include:</p> <p>profile pictures that don't like right, for example of a celebrity or object, accounts with no followers or thousands of followers; and a public figure who doesn't have a verified account.</p>			
<b>Grooming</b>	<p>Knowing about the different types of grooming and motivations for it, for example radicalisation, Child Sexual Abuse and Exploitation (CSAE) and gangs (county lines).</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> <li>boundaries in friendships with peers and also in families and with others,</li> <li>key indicators of grooming behaviour,</li> <li>explaining the importance of disengaging from contact with suspected grooming and telling a trusted adult; and</li> <li>how and where to report it both in school, for safeguarding and personal support, and to the police. Where there are concerns about sexual abuse and exploitation these can also be reported to Click CEOP.</li> </ul>	<p>Relationships Education (all stages) and Relationships and Sex Education (secondary) – “the characteristics of positive and healthy friendships (in all contexts, including online)”.</p>	<p><i>Examples of resources/ collections:</i></p> <ul style="list-style-type: none"> <li><a href="http://grooming.lgfl.net">grooming.lgfl.net</a></li> <li><a href="http://syv.lgfl.net">syv.lgfl.net</a></li> <li><a href="http://prevent.lgfl.net">prevent.lgfl.net</a></li> <li><a href="http://cse.lgfl.net">cse.lgfl.net</a></li> <li><a href="http://reporting.lgfl.net">reporting.lgfl.net</a></li> </ul> <p>Common Sense Media Digital Citizens – Relationships and Communication</p> <p><a href="https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2">https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2</a></p>	<p>R22 R23 R24 R27 R28</p>

	<p>See the <a href="#">NCA-CEOP Think know</a> website for further information on keeping children safe from sexual abuse and exploitation.</p> <p>At all stages it will be important to balance teaching children about making sensible decisions to stay safe whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.</p>			
<p><b>Live streaming</b></p>	<p>Live streaming (showing a video of yourself in real-time online either privately or to a public audience) can be popular with children but it carries risk when carrying it out and watching it.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> <li>· explaining the risks of carrying out live streaming. These include the potential for people to record live streams without the user knowing and content being shared without the user's knowledge or consent. As such pupils should think carefully about who the audience might be and if they would be comfortable with whatever they are streaming being shared widely,</li> <li>· online behaviours should mirror offline behaviours and</li> </ul>	<p>Relationships education core content (all stages) – online relationships. “the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them”</p> <p>Health education (secondary) core content – internet safety and harms. “the impact of viewing harmful content”</p>	<p><a href="http://livestreaming.lgfl.net">livestreaming.lgfl.net</a></p> <p>Common Sense Media Digital Citizens – Privacy and Security</p> <p><a href="https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2">https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2</a></p>	<p>H37 H38 H41  L15 L16</p>

	<p>considering any live stream in that context. Pupils shouldn't feel pressured to do something online that they wouldn't do offline. Consider why in some cases people will do and say things online that they would never consider appropriate offline,</p> <ul style="list-style-type: none"> <li>explaining the risk of watching videos that are being live streamed, for example there is no way of knowing what will come next and so this poses a risk that a user could see something that has not been deemed age appropriate in advance,</li> <li>explaining the risk of grooming – see above for more on grooming.</li> </ul>			
<p><b>Unsafe communication</b></p>	<p>Knowing different strategies for staying safe when communicating with others, especially people they do not know/have never met.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> <li>explaining that communicating safely online and protecting your privacy and data is important regardless of who you are communicating with,</li> </ul>	<p>Relationships education core content (all stages) – online relationships. “the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.”</p> <p>and “how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.”</p> <p>Relationships Education core content (all stages) – respectful relationships. “the importance of permission-seeking and giving in relationships with friends, peers and adults”</p>	<ul style="list-style-type: none"> <li><a href="https://safesurf.lgfl.net">safesurf.lgfl.net</a></li> <li><a href="https://trustme.lgfl.net">trustme.lgfl.net</a></li> <li><a href="https://privacy.lgfl.net">privacy.lgfl.net</a></li> <li><a href="https://sexting.lgfl.net">sexting.lgfl.net</a></li> </ul> <p>(PSHE Association Consent lesson and ‘Things Friends Don’t Say’ poster)</p> <ul style="list-style-type: none"> <li><a href="https://cse.lgfl.net">cse.lgfl.net</a></li> </ul> <p>Common Sense Media Digital Citizens – Privacy and Security <a href="https://www.commonsense.org/education/digital-">https://www.commonsense.org/education/digital-</a></p>	<p>L15 R12 R22 R26 R29 H42</p>

	<ul style="list-style-type: none"><li>· identifying indicators or risk and unsafe communications,</li><li>· identifying risks associated with giving out addresses, phone numbers or email addresses to people you do not know or arranging to meet someone you have not met before,</li><li>· explaining about consent online and supporting pupils to develop strategies to confidently say “no” to both friends and strangers online.</li></ul>	Computing curriculum (all key stages) – “identify a range of ways to report concerns about content and contact.”	<a href="#">citizenship/curriculum?grades=k%2C1%2C2</a>	
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## Wellbeing

- Self-image and identity
- Online reputation
- Online bullying
- Health, wellbeing and lifestyle

The potential harm or risk <sup>2</sup>	Description	Links to RSE / Computing curriculum	Resources / ideas	When / where / how
<b>Impact on confidence (including body confidence)</b>	<p>Knowing about the impact of comparisons to 'unrealistic' online images.</p> <p>Teaching could include</p> <ul style="list-style-type: none"> <li>• exploring the use of image filters and digital enhancement,</li> <li>• exploring the role of social media influencers, including that they are paid to influence the behaviour (particularly shopping habits) of their followers,</li> <li>• looking at photo manipulation including discussions about why people do it and how to look out for it.</li> </ul>	<p>Health education (secondary) core content – internet safety and harms. “the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image and how people may curate a specific image of their life online).”</p> <p>NOT SPECIFICALLY KS2</p>	<p><i>Examples of resources/ collections:</i></p> <p><a href="http://bodyimage.lqfl.net">bodyimage.lqfl.net</a></p> <p>Common Sense Media Digital Citizens – Media Balance and Well-Being</p> <p><a href="https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2">https://www.commonsense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2</a></p>	<p>Year 6 H4 H13 L11 H15 H25</p>
<b>Impact on quality of life, physical and mental health and relationships.</b>	<p>Knowing how to identify when online behaviours stop being fun and begin to create anxiety, including that there needs to be a balance between time spent on and offline.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> <li>• helping pupils to evaluate critically what they are doing online, why they are doing it, and for how long (screen time). This could include reference to technologies that help them to manage their time online, monitoring usage of different apps etc,</li> </ul>	<p>Health Education core content (all stages) – internet safety and harms. “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 wellbeing.”</p>	<ul style="list-style-type: none"> <li>• <a href="http://screentime.lqfl.net">screentime.lqfl.net</a></li> <li>• Why not ask pupils to install an app that monitors their usage (or use screen time if on iOS) and bring in a screen shot to show</li> </ul>	<p>H16</p>

	<ul style="list-style-type: none"> <li>· helping pupils to consider quality vs quantity of online activity,</li> <li>· explaining that pupils need to consider if they are actually enjoying being online or just doing it out of habit, due to peer pressure or the fear of missing out,</li> <li>· helping pupils to understand that time spent online gives users less time to do other activities. This can lead to some users becoming physically inactive,</li> <li>· exploring the impact that excessive social media usage can have on levels of anxiety, depression and other mental health issues,</li> <li>· explaining that isolation and loneliness can affect pupils and that it is very important for pupils to discuss their feeling with an adult and seek support,</li> <li>· where to get help.</li> </ul>		<p>time on different apps?</p> <ul style="list-style-type: none"> <li>• Clear Fear app (via <a href="https://apps.lgfl.net">apps.lgfl.net</a>)</li> </ul> <p>Common Sense Media Digital Citizens – Media Balance and Well-Being</p> <p><a href="https://www.common-sense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2">https://www.common-sense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2</a></p>	
<p><b>Online vs. offline behaviours</b></p>	<p>People can often behave differently online to how they would act face to face.</p> <p>Teaching could include</p> <ul style="list-style-type: none"> <li>· how and why people can often portray an exaggerated picture of their lives (especially online) and how that can lead to perfect/curated lives pressures,</li> <li>· discussing how and why people are unkind or hurtful online, when they would not necessarily be unkind to someone face to face.</li> </ul>	<p>Relationships Education core content (all stages) – online relationships. “that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous”</p>	<ul style="list-style-type: none"> <li>• <a href="http://onlineid.entity.lgfl.net">http://onlineid.entity.lgfl.net</a> (e.g. Instalie, ‘Pressure to be popular’ and Own It videos, plus Common Sense Media lessons ‘My Online Self’ and/or ‘Who Are You Online?’)</li> </ul> <p>Common Sense Media Digital Citizens – Media Balance and Well-Being</p>	

			<a href="https://www.common sense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2">https://www.common sense.org/education/digital-citizenship/curriculum?grades=k%2C1%2C2</a>	
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