

Online Safety & Digital Responsibility – Whole School Overview

SS John & Monica Catholic Primary School



Online safety is a **core safeguarding priority**, rooted in our Mission to *learn through the example of Jesus to love, respect, understand and value each other*. Provision is **planned, progressive and interwoven** across the year, rather than taught as a one-off unit.

Safeguarding - Online Safety Interwoven Across the Year (*When and why online safety is revisited*)

Term	Safeguarding Focus	Online Safety Focus	Why this matters
Autumn 1	Keeping Safe / Trusted Adults	Getting help online & knowing who to tell	Establishes reporting routes, trusted adults and early confidence in speaking up
Autumn 2	Anti-Bullying	Cyberbullying & online behaviour	Addresses peer conflict, group chats, screenshots and child-on-child abuse
Spring 1	Emotional & Mental Health	Online impact on mood & wellbeing	Responds to screen time, comparison, pressure and online emotions
Spring 2	Relationships & Consent	Sharing, permission & privacy	Reinforces consent, boundaries and understanding that “private isn’t always private”
Summer 1	Risk & Exploitation	Persuasion, scams & misinformation	Prepares pupils for manipulation, grooming, scams and false information
Summer 2	Transition & Independence	Digital reputation & responsibility	Supports increasing independence and prepares pupils (especially Y6) for secondary school

Online Safety Provision Map - How We Safeguard

Strand	What we do	Frequency	Lead	Evidence
Curriculum (core)	Kapow Online Safety taught EYFS–Y6	Autumn term	Class teachers	Planning, pupil work
Curriculum (revisit)	Online safety revisited through safeguarding themes	All year	Teachers	Lesson notes, discussions
Whole-school focus	Safer Internet Day (theme-based learning & feedback)	Annual (February)	SLT / DSL	Displays, pupil outcomes
Pupil voice	Survey of pupils’ online use and trends	Spring term	DSL	Survey analysis & actions
Staff training	Dedicated Online Safety CPD	Spring term	DSL	CPD records
Parent engagement	Wake Up Wednesday online safety guidance	Fortnightly	SLT	Newsletters

Acceptable use	Acceptable Use Agreements (pupils, staff, parents)	Annual	DSL	Signed agreements
Monitoring	Filtering and monitoring of devices and network	Continuous	DSL / IT	Monitoring reports
Incident response	Online concerns logged via CPOMS	Ongoing	All staff	CPOMS records
Safeguarding response	Links to behaviour, bullying & child protection processes	As required	DSL	Case records
Governance	Online safety included in safeguarding reports	Termly	SLT / Governors	Minutes & reports

Curriculum Accuracy & Progression *(What pupils actually know and can do)*

Year Group	Core Knowledge & Understanding	Key Skills & Application
EYFS	Technology is part of everyday life; technology can be used safely and positively; some online content may cause worry or upset; trusted adults can help keep us safe	Use technology appropriately with adult support; talk about feelings linked to technology use; ask a trusted adult for help; follow simple safety rules
Year 1	The internet is many connected devices; people online may be strangers; personal information should be kept private; online actions affect others; sharing and posting create a digital footprint	Use devices safely; recognise worrying or uncomfortable content; tell a trusted adult; interact kindly and respectfully online; make simple choices about what is safe to share
Year 2	Difference between online and offline; information can be safe or unsafe to share; passwords protect information; permission is required before sharing; not everything online is true	Create strong passwords; ask permission before sharing information; say no appropriately; identify trusted adults for help; use simple strategies to check if information is reliable
Year 3	Online content includes facts, beliefs and opinions; technology can affect mood; devices communicate and share personal data; social media platforms exist and are age-restricted; privacy settings protect information	Distinguish fact, opinion and belief; respond appropriately to upsetting online content; explain how privacy settings keep information safe; recognise when technology affects mood
Year 4	Search results are ranked and may be misleading; online information may be inaccurate; persuasion and advertising are common online; bots can impersonate; technology can distract	Judge accuracy and reliability of searches; identify advertising and persuasive techniques; explain what bots are; demonstrate respectful online behaviour; apply strategies to manage screen time
Year 5	Strong passwords and app security are important; online communication has pros and cons; bullying can occur online and offline; online activity affects wellbeing; online communities require safe behaviour	Manage passwords securely; seek help for online communication concerns; identify and respond to online bullying; evaluate reliability of online information; suggest strategies to reduce negative impacts
Year 6	Online experiences can cause worry or fear; sharing has lasting consequences; digital reputation develops over time; evidence may be needed for online bullying; security features protect accounts; scams are common; AI-generated content raises ethical and reliability issues	Capture and store evidence of online bullying; manage passwords and apply additional security; identify scams, phishing, misinformation and disinformation; evaluate whether online and AI-generated content is reliable or misleading; discuss ethical considerations (bias, accuracy, ownership,

		responsible use); make informed choices to maintain a positive digital footprint
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