



Vauxhall Primary School – Online Safety - Progression Overview

The Vauxhall Primary School online safety curriculum has been developed to install the values of the 4Cs of online safety - CONTENT, CONTACT, CONDUCT and COMMERCE as addressed in KCSIE guidelines.

Using Childnet's SMART with a heart campaign, the simple messages of SAFE, MEET, ACCEPTING, RELIABLE and TELL are explained in standalone computing lessons at the beginning of each term and supported in PSHE lessons and school assemblies.

The curriculum is delivered using a combination of books, videos, online games, quizzes, class discussion and written activities. The lessons are accessible from EYFS to Year 6 using a range of strategies to cover diverse learning styles and can be adapted for SEND and EAL pupils.

The syllabus uses a variety of age-appropriate resources from prominent educators, online safety charities, world leading tech companies and UK government supported initiatives.



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EARLY YEARS

EYFS – The introduction of The Adventures of Smartie the Penguin. These stories, interactive activities and songs provide a solid base for the SMART values.

KEY STAGE 1

YEAR 1 – The Childnet developed, Smartie the Penguin stories continue with the established characters and new areas for online safety are explained in an understandable, age-related way.

YEAR 2 - Use the Microsoft series of animations 'Hector's World' and 'Jessie & Friends'. These are supported with class discussions, written activities, and assessment quizzes



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LOWER KEY STAGE TWO

YEAR 3 - Childnet's highly regarded SMART with a heart, video lessons are used to establish the meaning of the acronym. These presentations are supported by class discussions and online quizzes. Pupils are also introduced to Google's online safety game 'Interland' which covers topics like privacy, security, wellbeing and media awareness.

YEAR 4 - The first half of the year uses the Child Exploitation and Online Protection (CEOP) 'Think You Know?' Band Runner resources, games and videos to introduce subjects such as sharing videos and online chats, while reinforcing the SMART values.

The second half of the year is used to prepare the children into becoming Digital Citizens and the topics in UKS2 such as digital footprints, positive online communities, and resilience to cyber bullying,



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UPPER KEY STAGE 2

YEAR 5 - Full introduction of the Commonsense.Org lessons used by both UK and US schools to guide the pupils into becoming good Digital Citizens. Lessons cover age related subjects like online gaming, the use of AI, photo and video alteration and strengthen SMART values. Teacher presentations are supported with written activities, class discussions and assessment quizzes.

YEAR 6 – The Digital Citizens lessons are expanded on with slightly more mature subject matter like media balance, well-being, identity, digital footprints, relationship, digital drama communication, hate speech, news/media literacy and gender stereotypes. Providing these lessons and this approach to online safety enable the children to have a platform for their KS3 education and beyond.



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| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|----------------------------|---|---|---|--|--|---|
| E Y F S | Smartie the Penguin EYFS Story A: Seeing upsetting content, unreliable information, and being asked for personal information. PDF ON SHARED DRIVE – ONLINE SAFETY | | Smartie the Penguin EYFS Story B: Adverts, searching online, and online bullying. PDF ON SHARED DRIVE – ONLINE SAFETY | | Smartie the Penguin EYFS Story A: Seeing upsetting content, unreliable information, and being asked for personal information. EYFS Story B: Adverts, searching online, and online bullying. PDF ON SHARED DRIVE – ONLINE SAFETY | |
| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| Y E A | Smartie the Penguin EYFS Story A: Seeing upsetting content, unreliable | Smartie the Penguin EYFS Story B: Adverts, searching online, and online bullying. | Smartie the Penguin Y1 Story A: Upsetting or frightening content, pop-ups, and screen time. | Smartie the Penguin Y1 Story B: Contact from strangers, inappropriate games, and being asked for personal information. | Smartie the Penguin Story A: Downloading apps, fact versus opinion, and being asked to meet up. | Smartie the Penguin Y2 Story B: Screen time, password |



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| R 1 | information, and being asked for personal information. | | | | | sharing, and online bullying. |
| | PDF ON SHARED DRIVE – ONLINE SAFETY | PDF ON SHARED DRIVE – ONLINE SAFETY | PDF ON SHARED DRIVE – ONLINE SAFETY | PDF ON SHARED DRIVE – ONLINE SAFETY | PDF ON SHARED DRIVE – ONLINE SAFETY | PDF ON SHARED DRIVE – ONLINE SAFETY |
| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| Y E A R 2 | Hector’s World How do you use the internet at home and school? What is personal information? What could you use online instead of your real name? | Hector’s World Why do people want personal information? Who may see our personal information if we post it online? Video 2 https://www.ilearn2.co.uk/e-safety---key-stage-1.html/ | Hector’s World What could you do if you see something online that upsets or worries you? Video 3 https://www.ilearn2.co.uk/e-safety---key-stage-1.html/ | Jessie and Friends What should we do if we see a video online that makes us sad or scares us? Video 1 https://www.ilearn2.co.uk/e-safety---key-stage-1.html/ | Jessie and Friends What does ‘sharing online’ mean? Who could see a photo we post online? Who should we send photos or videos to online? Video 2 https://www.ilearn2.co.uk/e-safety---key-stage-1.html/ | Jessie and Friends What should we do if someone wants to be our friend online? Video 3 https://www.ilearn2.co.uk/e-safety---key-stage-1.html/ |
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| | Video 1 https://www.ilearn2.co.uk/e-safety---key-stage-1.html/ | | | | | |
| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| Y E A R 3 | <p>Child Net SMART video and activities</p> <p>The S Rule Childnet</p> | <p>Child Net SMART video and activities</p> <p>The M Rule Childnet</p> <p>Interland Game Mindful Mountain</p> <p>https://beinternetawesome.withgoogle.com/en_us/interland/landing/mindful-mountain</p> | <p>Child Net SMART video and activities</p> <p>The A Rule Childnet</p> <p>Interland Game Tower Of Treasure</p> <p>https://beinternetawesome.withgoogle.com/en_us/interland/landing/tower-of-treasure</p> | <p>Child Net SMART video and activities</p> <p>The R Rule Childnet</p> <p>Interland Game Reality River</p> <p>https://beinternetawesome.withgoogle.com/en_us/interland/landing/reality-river</p> | <p>Child Net SMART video and activities</p> <p>The T Rule Childnet</p> <p>Interland Game Kind Kingdom</p> <p>https://beinternetawesome.withgoogle.com/en_us/interland/landing/kind-kingdom</p> | <p>BBC – Own It Cyberbullying</p> <p>https://www.bbc.com/ownit/the-basics/teachers-online-bullying</p> <p>https://www.bbc.com/ownit/its-personal/being-bullied-five-things-you-need-to-do-right-now?collection=bullying-and-trolling</p> |



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| Y E A R 4 | <p>CEOP Think U Know – Band runner</p> <p>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.</p> <p>Video 2: Block Him Right Good Alfie</p> <p>https://www.ilearn2.co.uk/e-safety---key-stage-2.html/</p> <p>Band Runner Platform Game</p> <p>https://www.thinkuknow.co.uk/8_10/</p> | <p>CEOP Think U Know – Band runner</p> <p>Understand the term ‘sharing online’ and why we need to get permission to share photos and videos of other people.</p> <p>Video 2: Whose Magnus?</p> <p>https://www.ilearn2.co.uk/e-safety---key-stage-2.html/</p> <p>Band Runner Platform Game</p> <p>https://www.thinkuknow.co.uk/8_10/</p> | <p>CEOP Think U Know – Band runner</p> <p>Understand why people pretend to be someone else online. Understand why we only talk to people we know in the real world, when online.</p> <p>Video 3: They Have Fans But We Have Friends</p> <p>https://www.ilearn2.co.uk/e-safety---key-stage-2.html/</p> <p>Band Runner Platform Game</p> | <p>Commonsense – Digital Citizenship Relationships & Communication</p> <p>Our Digital Citizenship Pledge</p> <p>What makes a strong community?</p> <p>Our Digital Citizenship Pledge (UK) Common Sense Education</p> | <p>Commonsense – Digital Citizenship Cyberbully, Digital Drama & Hate Speech</p> <p>The Power of Words</p> <p>What should you do when someone uses mean or hurtful language on the internet?</p> <p>The Power of Words (UK) Common Sense Education</p> | <p>Commonsense – Digital Citizenship News & Media Literacy</p> <p>Is Seeing Believing?</p> <p>Why do people alter digital photos and videos?</p> <p>Is Seeing Believing? (UK) Common Sense Education</p> |



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| | https://www.thinkuknow.co.uk/8_10/ | | https://www.thinkuknow.co.uk/8_10/ | | | |
|----------------------------------|---|--|--|---|---|--|
| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| Y E A R 5 | <p>Commonsense – Digital Citizenship <i>Media Balance & Well Being</i></p> <p>My Media Choices What makes a healthy media choice?</p> <p>My Media Choices (UK) Common Sense Education</p> | <p>Commonsense – Digital Citizenship <i>Privacy and Security</i></p> <p>Private and Personal Information What information about you is OK to share online?</p> <p>Private and Personal Information (UK) Common Sense Education</p> | <p>Commonsense – Digital Citizenship <i>Digital Footprint & Identity</i></p> <p>Our Online Tracks How does our online activity affect the digital footprints of ourselves and others?</p> <p>Our Online Tracks (UK) Common Sense Education</p> | <p>Commonsense – Digital Citizenship <i>Relationships & Communication</i></p> <p>Keeping Games Fun and Friendly How can I help myself and others be positive and have fun while playing online games?</p> <p>Keeping Games Fun and Friendly (UK) Common Sense Education</p> | <p>Commonsense – Digital Citizenship <i>Cyberbully, Digital Drama & Hate Speech</i></p> <p>Be a Super Digital Citizen How can we be upstanders when we see cyberbullying?</p> <p>Be a Super Digital Citizen (UK) Common Sense Education</p> | <p>Commonsense – Digital Citizenship <i>News & Media Literacy</i></p> <p>A Creator's Rights and Responsibilities What rights and responsibilities do you have as a creator?</p> <p>A Creator's Rights and Responsibilities (UK) Common Sense Education</p> |
| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |



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|-----------------------|---|---|---|--|---|--|
| Y E A R 6 | <p>Commonsense – Digital Citizenship <i>Media Balance & Well Being</i></p> | <p>Commonsense – Digital Citizenship <i>Privacy and Security</i></p> | <p>Commonsense – Digital Citizenship <i>Digital Footprint & Identity</i></p> | <p>Commonsense – Digital Citizenship <i>Relationships & Communication</i></p> | <p>Commonsense – Digital Citizenship <i>Cyberbully , Digital Drama & Hate Speech</i></p> | <p>Commonsense – Digital Citizenship <i>News & Media Literacy</i></p> |
| | <p>What does media balance mean for me?</p> | <p>What is clickbait and how can you avoid it?</p> | <p>How do gender stereotypes shape our experiences online?</p> | <p>How do you keep online friendships safe?</p> | <p>What is cyberbullying and what can you do to stop it?</p> | <p>What are the important parts of an online news article?</p> |
| | <p>Finding My Media Balance (UK) Common Sense Education</p> | <p>You Won't Believe This! (UK) Common Sense Education</p> | <p>Beyond Gender Stereotypes (UK) Common Sense Education</p> | <p>Reading News Online (UK) Common Sense Education</p> | <p>Is It Cyberbullying? (UK) Common Sense Education</p> | <p>Reading News Online (UK) Common Sense Education</p> |
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