



Online Safety Policy

Stoke Hill Federation

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Introduction & Intent

This Online Safety Policy outlines the commitment of Stoke Hill Federation to safeguard members of our school communities online in accordance with statutory guidance and best practice.

This Online Safety Policy applies to all members of our school communities including; staff, pupils, governors, volunteers, parents, carers, visitors, and community users who have access to and are users of school digital systems, both in and out of the school. It also applies to the use of personal digital technology on the school site (where allowed).

Our Schools will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

Our approach to online safety is based on addressing the following categories of risk as identified in KCSIE 2025:

- Content – being exposed to illegal, inappropriate, or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, and extremism
- Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending, and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying
- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Monitoring the Impact of the Online Safety Policy

Each school will monitor the impact of the policy using:

- Logs of reported incidents on CPOMS
- Safeguarding audits
- Filtering and monitoring data logs for network activity
- Surveys/questionnaires of:
 - pupils
 - parents and carers
 - staff

Roles & Responsibilities

To ensure the online safeguarding of members of our school communities it is important that all members of that community work together to develop safe and responsible online behaviours, learning from each other and from good practice elsewhere, reporting inappropriate online behaviours, concerns, and misuse as soon as these become apparent. While this will be a team effort, the following sections outline the online safety roles and responsibilities of individuals and groups within the school.

Executive Headteacher and Heads of School

- The Executive Headteacher and Heads of School have a duty of care for ensuring the safety (including online safety) of members of the school community and fostering a culture of safeguarding, though the day-to-day responsibility for online safety is held by the Designated Safeguarding Lead (DSL)
- The EHT / HoS and (at least) another member of the senior leadership team should be aware of the procedures to be followed in the event of a serious online safety allegation being made against a member of staff¹.
- The EHT / HoS is responsible for ensuring that the DSL and other relevant staff carry out their responsibilities effectively and receive suitable training to enable them to carry out their roles and train other colleagues, as relevant.
- The EHT/ HoS will ensure that there is a system in place to allow for monitoring and support of those in school who carry out the DSL role.
- The EHT / HoS will work with the DSLs, the Federation, and the IT service provider in all aspects of filtering and monitoring.

Governors

The DfE guidance "Keeping Children Safe in Education" states: "Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare this includes ... online safety"

The Federation Board are responsible for the approval of the Online Safety Policy and Governors are responsible for reviewing the effectiveness of the policy in schools through:

- regular meetings with the DSL (as part of the Safeguarding role)
- regularly receiving collated and anonymised reports of online safety incidents (through the Headteacher Report)
- checking that provision outlined in the Online Safety Policy (e.g. online safety education provision and staff training) is taking place as intended
- Attending safeguarding audits

The governing body will also support the school in encouraging parents/carers and the wider community to become engaged in online safety activities.

Designated Safety Lead (DSL)

Keeping Children Safe in Education states that: *"The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description."* They (the DSL) *"are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college"* They (the DSL) *"can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online"*

¹ See flow chart on dealing with online safety incidents on page 10

While the responsibility for online safety is held by the DSL and cannot be delegated, the school may choose to appoint an Online Safety Lead or other relevant persons to work in support of the DSL in carrying out these responsibilities;

- hold the lead responsibility for online safety, within their safeguarding role
- receive relevant and regular training in online safety to enable them to understand the risks and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online
- meet regularly with the Online Safety Lead (if applicable) to discuss current issues, review incidents and filtering and monitoring logs and ensure that annual filtering and monitoring checks are carried out
- attend relevant governing body meetings
- report regularly to the headteacher/senior leadership team
- be responsible for receiving reports of online safety incidents, handling them, deciding whether to make a referral by liaising with relevant agencies, and ensuring that all incidents are recorded
- liaise with staff and IT providers on matters of safety and safeguarding and welfare (including online and digital safety)

If the school does not appoint an Online Safety Lead to support the DSL, the following should be added to the school DSL role above.

Online Safety Lead (OSL)

The OSL will:

- work closely on a day-to-day basis with the Designated Safeguarding Lead (DSL), (where these roles are not combined)
- receive reports of online safety issues, being aware of the potential for serious child protection concerns and ensure these are logged to inform online safety developments
- promote an awareness of and commitment to online safety education / awareness raising across the school and beyond
- liaise with curriculum leaders to ensure that the online safety curriculum is planned, mapped, embedded, and evaluated
- ensure that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place and the need to immediately report those incidents
- provide (or identify sources of) training and advice for staff, governors, parents/carers, pupils
- liaise with the Federation, technical staff, pastoral staff, and support staff (as relevant)
- receive regular training to allow them to understand how digital technologies are used and are developing (particularly by pupils)

Curriculum Leads

Curriculum Leads will work with the DSL/OSL to develop a planned and coordinated online safety education programme. This will be provided through:

- a discrete programme
- PHSE and RSE programmes
- AI developments including risks, ethical use and bias
- A mapped cross-curricular programme
- assemblies and pastoral programmes

- through relevant national initiatives and opportunities e.g. [Safer Internet Day](#) and [Anti-bullying week](#).

Teaching and Support Staff

School staff are responsible for ensuring:

- they have an awareness of current online safety matters/trends and of the Federation Online Safety Policy
- they understand that online safety is a core part of safeguarding
- they have read, understood, and signed the Staff Acceptable Use agreement
- they immediately report any suspected misuse or problem to the DSL/OSL for investigation or action, in line with the school safeguarding procedures
- all digital communications with pupils and parents/carers are on a professional level and only carried out using official school systems
- online safety issues are embedded in all aspects of the curriculum and other activities
- ensure pupils understand and follow the Online Safety Policy & Acceptable Use agreement
- they supervise and monitor the use of digital technologies, mobile devices, cameras, etc. in lessons and other school activities (where allowed) and implement current policies regarding these devices
- in lessons where internet use is pre-planned, pupils are guided to sites checked as suitable for their use and processes are in place for dealing with any unsuitable material that is found in internet searches (Please see the Federation Filtering & Monitoring Standards)
- where lessons take place using live-streaming or video conferencing, there is regard to national safeguarding guidance and local safeguarding policies
- they model safe, responsible, and professional online behaviours in their own use of technology, including GDPR and out of school and in their use of social media.

IT Provider

The DfE Filtering and Monitoring Standards says: *“Senior leaders should work closely with governors or proprietors, the designated safeguarding lead (DSL) and IT service providers in all aspects of filtering and monitoring.”* *“Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL should work closely together with IT service providers to meet the needs of your setting.”*

It is the responsibility of the Federation to ensure that the IT Provider carries out all the online safety measures that are required. It is also important that the provider follows and implements the Online Safety Policy and procedures.

The IT Provider is responsible for ensuring that:

- they are aware of and follow the Online Safety Policy and Acceptable Use Policies to carry out their work effectively
- the school technical infrastructure is secure and is not open to misuse or malicious attack
- the school meets (as a minimum) the required online safety technical requirements as identified by the [DfE Meeting Digital and Technology Standards in Schools & Colleges](#)
- there is clear, safe, and managed control of user access to networks and devices
- they keep up to date with online safety technical information in order to effectively carry out their online safety role and to inform and update others as relevant

- the use of technology is regularly and effectively monitored in order that any misuse/attempted misuse can be reported to the DSL/OSL for investigation and action
- the filtering policy is applied and updated on a regular basis and its implementation is not the sole responsibility of any single person
- monitoring systems are implemented and regularly updated

Pupils

Pupils are responsible for;

- using the school digital technology systems in accordance with the Pupil Acceptable Use agreement and Online Safety Policy
- understanding the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
- knowing what to do if they/someone they know feels vulnerable when online
- understanding the importance of adopting good online safety practice when using digital technologies out of school and realise that the school's Online Safety Policy covers their actions out of school, if related to their membership of the school.

Parents and Carers

Parents and carers play a crucial role in ensuring that their children understand the need to use the online services and devices in an appropriate way.

The school will take every opportunity to help parents and carers understand these issues through:

- publishing the school Online Safety Policy on the school website
- providing them with a copy of the Pupil Acceptable Use agreement
- publishing information about the appropriate use of social media in relation to posts concerning the school
- seeking their permissions concerning digital images, cloud services etc.
- parents' /carers' evenings, newsletters, website, social media, and information about national or local online safety campaigns and literature.

Parents and carers will be encouraged to support the school in:

- reinforcing the online safety messages provided to pupils in school.
- the safe and responsible use of their children's personal devices in the school (if allowed)
- reporting any concerns they have to the school at the earliest opportunity

Community Users

Community users who access school systems i.e. the website or learning platform, as part of the wider school provision, will be expected to agree to the Staff Acceptable Use agreement before being provided with access to school systems.

The Federation encourages the engagement of agencies/members of the community who can provide valuable contributions to the online safety provision and actively seeks to share its knowledge and good practice with other schools and the community.

Reporting & Responding

The Federation will take all reasonable precautions to ensure the online safety of all school users but recognises that incidents may occur inside and outside of the school (which may impact on the school) which will need intervention. Schools will ensure:

- there are clear reporting routes which are understood and followed by all members of the school community which are consistent with the school safeguarding procedures, and with the whistleblowing, complaints and managing allegations policies
- all members of the school community will be made aware of the need to report online safety issues/incidents
- reports will be dealt with as soon as is practically possible once they are received
- the DSL/OSL and other responsible staff have appropriate skills and training to deal with online safety risks
- if there is any suspicion that the incident involves any illegal activity or the potential for serious harm (see flowchart on page 7), the incident must be escalated through the agreed school safeguarding
- any concern about staff misuse will be reported to the Executive Headteacher, unless the concern involves the Executive Headteacher, in which case the complaint is referred to the Chair of Governors
- where there is no suspected illegal activity, devices may be checked using the following procedures:
 - one or more senior members of staff should be involved in this process. This is vital to protect individuals if accusations are subsequently reported.
 - conduct the procedure using a designated device that will not be used by pupils and, if necessary, can be taken off site by the police should the need arise (should illegal activity be subsequently suspected). Use the same device for the duration of the procedure.
 - ensure that the relevant staff have appropriate internet access to conduct the procedure, but also that the sites and content visited are closely monitored and recorded (to provide further protection).
 - record the URL of any site containing the alleged misuse and describe the nature of the content causing concern. It may also be necessary to record and store screenshots of the content on the machine being used for investigation. These may be printed, signed, and attached to the form
 - once this has been completed and fully investigated the group will need to judge whether this concern has substance or not. If it does, then appropriate action will be required and could include the following; internal response or discipline procedures, involvement by local authority / MAT (as relevant) or police involvement/action
- it is important that those reporting an online safety incident have confidence that the report will be treated seriously and dealt with effectively
- there are support strategies in place e.g., peer support for those reporting or affected by an online safety incident
- incidents should be logged on CPOMS
- relevant staff are aware of external sources of support and guidance in dealing with online safety issues, e.g. local authority; police; [Professionals Online Safety Helpline](#); [Reporting Harmful Content](#); [CEOP](#)
- those involved in the incident will be provided with feedback about the outcome of the investigation and follow up actions

- learning from the incident (or pattern of incidents) will be provided to:
 - staff, through regular briefings
 - pupils, through assemblies/lessons
 - parents/carers, through newsletters, school social media, website
 - governors, through regular safeguarding updates
 - local authority/external agencies, as relevant

What is Unsuitable/Illegal Materials or Activity

Illegal content might include:

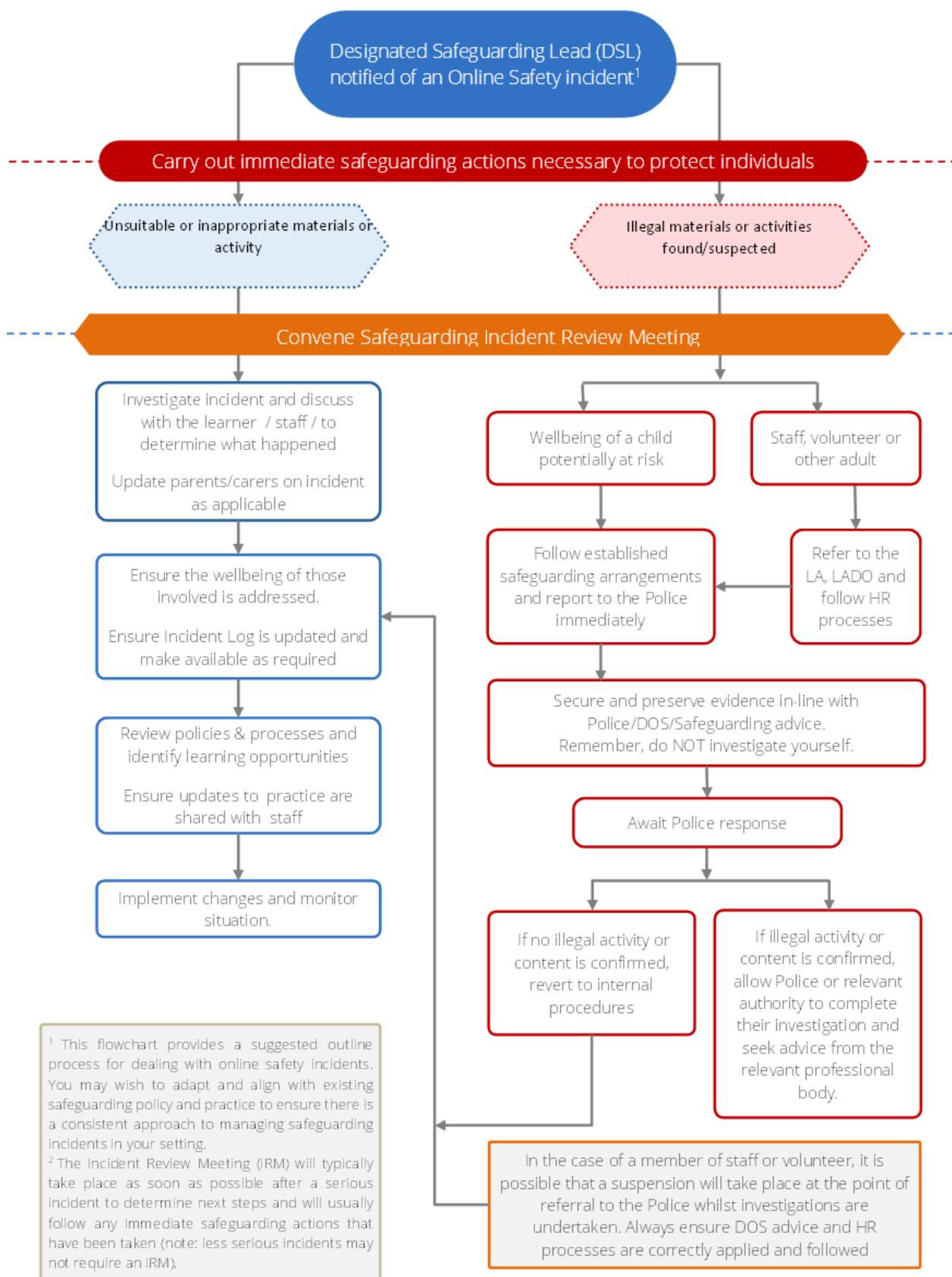
- Child sexual abuse imagery
- Child sexual abuse/exploitation/grooming
- Terrorism
- Encouraging or assisting suicide
- Offences relating to sexual images i.e., revenge and extreme pornography
- Incitement to and threats of violence
- Hate crime
- Public order offences - harassment and stalking
- Drug-related offences
- Weapons / firearms offences
- Fraud and financial crime including money laundering

Illegal activity might include:

- Using another individual's username or ID and password to access data, a programme, or parts of a system that the user is not authorised to access (even if the initial access is authorised)
- Gaining unauthorised access to school networks, data and files, through the use of computers/devices
- Creating or propagating computer viruses or other harmful files
- Revealing or publicising confidential or proprietary information (e.g., financial / personal information, databases, computer / network access codes and passwords)
- Disable/Impair/Disrupt network functionality through the use of computers/devices
- Using penetration testing equipment (without relevant permission)

Unacceptable but NOT illegal activities might include;

- Accessing inappropriate material/activities online in a school setting including pornography, gambling, drugs.
- Promotion of any kind of discrimination
- Using school systems to run a private business
- Using systems, applications, websites or other mechanisms that bypass the filtering/monitoring or other safeguards employed by the school
- Infringing copyright
- Unfair usage (downloading/uploading large files that hinders others in their use of the internet)
- Any other information which may be offensive to others or breaches the integrity of the ethos of the school or brings the school into disrepute



¹ This flowchart provides a suggested outline process for dealing with online safety incidents. You may wish to adapt and align with existing safeguarding policy and practice to ensure there is a consistent approach to managing safeguarding incidents in your setting.

² The Incident Review Meeting (IRM) will typically take place as soon as possible after a serious incident to determine next steps and will usually follow any immediate safeguarding actions that have been taken (note: less serious incidents may not require an IRM).

School Actions

It is more likely that the school will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through the normal behaviour/disciplinary procedures.

Online Safety Education Programme

While regulation and technical solutions are particularly important, their use must be balanced by educating pupils to take a responsible approach. The education of pupils in online safety is therefore an essential part of the school's online safety provision. Pupils need the help and support of the school to recognise and avoid online safety risks and develop their resilience.

The 2021 Ofsted "Review of Sexual Abuse in Schools and Colleges" highlighted the need for: *"a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online.*

This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'.."

Keeping Children Safe in Education states: *"Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum ..."*

Online safety should be a focus in all areas of the curriculum and staff should reinforce online safety messages across the curriculum. The online safety curriculum should be broad, relevant and provide progression, with opportunities for creative activities and will be provided in the following ways:

- A [planned online safety curriculum](#) for all year groups matched against a nationally agreed framework and regularly taught in a variety of contexts. **Jigsaw overview**
- **Appendix a**
- Lessons are matched to need; are age-related and build on prior learning
- Lessons are context-relevant with agreed objectives leading to clear and evidenced outcomes
- Digital competency is planned and effectively threaded through the appropriate digital pillars in other curriculum areas e.g. PHSE; SRE; Literacy etc
- It incorporates/makes use of relevant national initiatives and opportunities e.g. [Safer Internet Day](#) and [Anti-bullying week](#)
- The programme will be accessible to pupils at different ages and abilities such as those with additional learning needs or those with English as an additional language.
- Vulnerability is actively addressed as part of a personalised online safety curriculum e.g. for victims of abuse and SEND.
- Pupils should be helped to understand the need for the Acceptable Use Agreement and encouraged to adopt safe and responsible use both within and outside school. Acceptable use is reinforced across the curriculum, with opportunities to discuss how to act within moral and legal boundaries online.

- In lessons where internet use is pre-planned, it is best practice that pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches
- Where pupils are allowed to freely search the internet, staff should be vigilant in supervising the pupils and monitoring the content of the websites the young people visit
- It is accepted that from time to time, for good educational reasons, pupils may need to research topics, (e.g. racism, drugs, discrimination) that would normally result in internet searches being blocked. In such a situation, staff should be able to request the temporary removal of those sites from the filtered list for the period of study. Any request to do so, should be auditable, with clear reasons for the need
- The online safety education programme should be relevant and up to date to ensure the quality of learning and outcomes.
- Pupils should have a clear understanding of cyber bullying – see below.

Cyber Bullying Definition

Cyber bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Preventing and Addressing Cyber Bullying

To help prevent cyber bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

Our schools will actively discuss cyber bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.

All staff will receive training on cyber bullying, its impact, and ways to support pupils, as part of safeguarding training. Schools may also send information/leaflets on cyber bullying to parents so that they are aware of the signs, how to report it and how they can support children who may be affected.

Incidents of cyber bullying will be dealt with through the normal behaviour/anti-bullying procedures.

Where illegal, inappropriate, or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The incident will be reported and relevant material provided to the police as soon as is reasonably practicable, if there are reasonable grounds to suspect that possessing that material is illegal.

Contribution of Pupils

The school acknowledges, learns from, and uses the skills and knowledge of pupils in the use of digital technologies. We recognise the potential for this to shape the online safety strategy for the school community and how this contributes positively to the personal development of young people. Their contribution might be recognised through:

- mechanisms to canvass learner feedback and opinion.
- appointment of digital leaders/anti-bullying ambassadors/peer mentors
- pupils contribute to the online safety education programme e.g. peer education, digital leaders leading lessons for younger pupils, online safety campaigns
- pupils designing/updating acceptable use agreements
- contributing to online safety events with the wider school community e.g. parents' evenings, family learning programmes etc.

Staff & Volunteers

The DfE guidance "[Keeping Children Safe in Education](#)" states: "*All staff should receive appropriate safeguarding and child protection training (**including online safety**) at induction. The training should be **regularly updated**. In addition, all staff should receive safeguarding and child protection (**including online safety**) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.*"

*"Governing bodies and proprietors should ensure... that safeguarding training for staff, **including online safety** training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning."*

All staff will receive online safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows:

- a planned programme of formal online safety and data protection training will be made available to all staff. This will be regularly updated and reinforced.
- the training will be an integral part of the school's annual safeguarding and data protection training for all staff
- all new staff will receive online safety training as part of their induction programme, ensuring that they fully understand the school online safety policy, code of conduct, and acceptable use agreements. It includes explicit reference to classroom management, professional conduct, online reputation, and the need to model positive online behaviours.
- the DSL/OSL will receive regular updates through attendance at external training events and by reviewing guidance documents released by relevant organisations
- this Online Safety Policy and its updates will be presented to and discussed by staff as required
- the DSL/OSL will provide advice/guidance/training to individuals as required.

Governors

Governors should take part in online safety training/awareness sessions, with particular importance for those who are Safeguarding Leads. This may be offered in several ways such as:

- attendance at training provided by the Federation or Local Authority
- participation in school training / information sessions for staff or parents (this may include attendance at assemblies/lessons).
- Complete cyber security training

- through monitoring

Families

Many parents and carers have only a limited understanding of online safety risks and issues, yet they play an essential role in the education of their children and in the monitoring/regulation of the children's online behaviours. Parents may underestimate how often children and young people come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

The school will seek to provide information and awareness to parents and carers through:

- regular communication, awareness-raising and engagement on online safety issues, curriculum activities and reporting routes
- regular opportunities for engagement with parents/carers on online safety issues through awareness workshops / parent/carer evenings etc
- the pupils – who are encouraged to pass on to parents the online safety messages they have learned in lessons and by pupils leading sessions at parent/carer evenings.
- letters, newsletters, website, learning platform,
- high profile events / campaigns e.g. [Safer Internet Day](#)
- reference to the relevant web sites/publications
- sharing good practice with other schools in the Federation

Adults and Agencies

The school will provide opportunities for local community groups and members of the wider community to gain from their online safety knowledge and experience. This may be offered through the following:

- online safety messages targeted towards families and relatives.
- providing family learning courses in use of digital technologies and online safety
- providing online safety information via their website/social media for the wider community
- supporting community groups, e.g. early years settings, childminders, youth groups, sports groups or voluntary groups to enhance their online safety provision

Filtering & Monitoring

The Federation filtering and monitoring provision is agreed by senior leaders and the IT Service Provider and is regularly reviewed and updated in response to changes in technology and patterns of online safety incidents/behaviours. Day to day management of the filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL will have lead responsibility for safeguarding and online safety, and the IT service provider will have the technical responsibility. For more information please see the Federation Filtering and Monitoring Standards.

Cyber Security

The DfE Cyber security standards for schools and colleges explains that cyber incidents and attacks have significant operational and financial impacts on schools and colleges. These incidents or attacks will often be an intentional and unauthorised attempt to access, change or damage data and digital technology. They could be made by a person, group, or organisation outside or inside the school and include:

- safeguarding issues due to sensitive personal data being compromised
- impact on student outcomes
- a significant data breach
- significant and lasting disruption, including the risk of repeated future cyber incidents and attacks, including school or college closure
- financial loss
- reputational damage

The 'Cyber-security in schools' questions for governing bodies and Federations' guidance produced by the National Cyber Security Centre (NCSC) aims to support governing bodies' and management committees' understanding of their education settings' cyber security risks. The guidance includes eight questions to facilitate the cyber security conversation between the governing body and school leaders, with the governing body taking the lead.

The Use of Artificial Intelligence (AI) Systems in Schools

As Generative Artificial Intelligence (Gen AI) continues to advance and influence the world we live in, its role in education is also evolving. There are currently 3 key dimensions of AI use in schools: learner support, teacher support and school operations; ensuring all use is safe, ethical and responsible is essential.

We realise that there are risks involved in the use of Gen AI services, but that these can be mitigated through our existing policies and procedures, amending these as necessary to address the risks.

We will educate staff and learners about safe and ethical use of AI, preparing them for a future in which these technologies are likely to play an increasing role.

The safeguarding of staff and learners will, as always, be at the forefront of our policy and practice.

Appendix A - Online safety curriculum overview

Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	<ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals 	<ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	<ul style="list-style-type: none"> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives 	<ul style="list-style-type: none"> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments 	<ul style="list-style-type: none"> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting 	<ul style="list-style-type: none"> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices 	<ul style="list-style-type: none"> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

