# Safeguarding: Online Safety Overview

Kapow Primary offers full coverage of the KS1 and KS2 Computing curriculum and each year group has a dedicated online safety unit to address the challenges and risks faced by primary school pupils growing up in an increasingly online world. Teaching online safety in schools is a non-statutory guidance document (DfE, 2023) produced to help schools ensure that their pupils understand how to stay safe and behave online. It does not provide additional teaching requirements but rather 'brings together information that will help schools deliver online safety content within their curriculum and embed this within their wider whole school approach.'

<div align="right">Kapow</div>

**The following outlines when Kapow provide teaching opportunities for the following strands. Full details of this can be seen within their E-safety overview.**

## Contents

## *Underpinning knowledge and behaviours*

| How to evaluate what they see online<br>Covering this content will enable pupils to make judgements about what they see online and not automatically assume that what they see is true, valid or acceptable. | | | | | | |
|---|---|---|---|---|---|---|
| **You can help pupils to consider** | **Computing curriculum** | | | | | |
| | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Whether a website, URL or email is fake. | | Y | Y | Y | | |
| What cookies do and what information they are sharing. | | | | | Y | |
| If a person or organisation is who they say they are. | Y | | | | | Y |
| Why a person wants them to see, send or believe something. | | | Y | Y | | Y |
| Why a person wants their personal information. | | | Y | | | Y |
| The reason why something has been posted. | | | | Y | | Y |
| Whether something they see online is fact or opinion. | | Y | | | | |

## How to recognise techniques used for persuasion
Covering this content will enable pupils to recognise the techniques that are often used to persuade or manipulate others.

| You can help pupils to consider | Computing curriculum | | | | | |
|---|---|---|---|---|---|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Online content which tries to make people believe something false is true or mislead (misinformation and disinformation) | | Y | Y | Y | | |
| Techniques that companies use to persuade people to buy something. | | | Y | Y | Y | |
| Ways in which criminals may try to defraud people online. | | | | | | Y |
| Ways to protect themselves from a range of cybercrimes. | | Y | Y | | | |

## Online behaviour
Covering this content will enable pupils to understand what acceptable and unacceptable online behaviour look like.

| You can help pupils to consider | Computing curriculum | | | | | |
|---|---|---|---|---|---|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| That the same standard of behaviour and honesty apply on and offline, including the importance of respect for others | | Y | Y | | Y | Y |
| To recognise unacceptable behaviour in others | Y | | | | Y | Y |
| Looking at why people behave differently online, for example how anonymity (you do not know me) and invisibility (you cannot see me) affect what people do | | | | | Y | |
| Considering how to demonstrate empathy towards others (on and offline) | Y | Y | | | Y | Y |
| Considering unacceptable online behaviours often passed off as so-called social norms or just banter, for example, negative language being used as part of online gaming, but would never be tolerated offline | | | | | Y | |

## How to identify online risks
Covering this content will enable pupils to identify possible online risks and make informed decisions about how to act. This should not be about providing a list of what not to do online. The focus should be to help pupils assess a situation, think through the consequences of acting in different ways and decide on the best course of action.

| You can help pupils to consider | Computing curriculum | | | | | |
|---|---|---|---|---|---|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| The ways in which someone may put themselves at risk online. | | | Y | | | Y |
| Risks posed by another person's online behaviour. | | Y | Y | | Y | Y |
| When risk taking can be positive and negative. | | | | | | Y |
| Online reputation and the positive and negative aspects of an online digital footprint. | Y | | | | | Y |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| Sharing information online and how to make a judgement about when and how to share and who to share with. | Y | Y | Y | | | Y |
| The risks of cyber crime, online fraud and identity theft. | | | | | | Y |

| How and when to seek support | | | | | | |
|---|---|---|---|---|---|---|
| Covering this content will enable pupils to understand safe ways in which to seek support if they are concerned or upset by something they have seen online. | | | | | | |
| You can help pupils to consider | Computing curriculum | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Identify who trusted adults are | Y | Y | | | | |
| Access support from the school, police, the National Crime Agency's Click CEOP reporting service for children and 3rd sector organisations such as Childline and Internet Watch Foundation. | | | Y | | Y | Y |
| Report cyber crime, fraud and suspicious online activity, through organisations such as Action Fraud and the Advertising Standards Authority | | | | | | Y |
| Report inappropriate contact or content for various platforms and apps. | | | Y | | | |

| Online media literacy strategy | | | | | | |
|---|---|---|---|---|---|---|
| The online media literacy strategy sets out that the government will give internet users the knowledge and skills they need to make informed and safe choices online. It sets out 5 principles to underpin delivery of media literacy education. | | | | | | |
| You can help pupils to consider | Computing curriculum | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| The risks of sharing personal data and how to protect their privacy. | Y | | Y | | | Y |
| How the online environment operates. | | | | Y | | Y |
| How online content is generated and to critically analyse the content they consume. | | | | Y | | |
| That online actions can have offline consequences, and use this understanding in their online interactions. | | Y | Y | | Y | Y |
| How to participate positively in online engagement, while understanding the risks of engaging with others. | | Y | | | Y | Y |

*Teaching about harms and risks*

| Age restrictions |
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| Some online activities have age restrictions because they include content which is not appropriate for children under a specific age. |

| You can help pupils to consider | Computing curriculum | | | | | |
|---|---|---|---|---|---|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explaining 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. | | | Y | | | |
| Explaining why age restrictions exist, for example, they provide a warning that the site may contain disturbing material that is unsuitable for younger viewers. | | | Y | | | |
| Helping pupils understand how this content can be damaging to under-age consumers | | | Y | | | |
| Explaining what the age of digital consent means - the minimum age (13) at which young people can agree to share information and sign up to social media without parental consent under General Data Protection Regulations. | | | Y | | | |

| How content can be used and shared |
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| Knowing what happens to information, comments or images that are put online |

| You can help pupils to consider | Computing curriculum | | | | | |
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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| What a digital footprint is, how it develops and how it can affect future prospects such as university and job applications. | Y | | | | | Y |
| How cookies work. | | | | | Y | |
| How content can be shared, tagged and traced. | | | Y | | | Y |
| How difficult it is to remove something a user wishes they had not shared. | | Y | | | | Y |
| The risk of identity theft or targeted approach from fraudsters using information shared online. | | | | | | Y |

## Disinformation, misinformation, malinformation and hoaxes
Some information shared online is accidentally or intentionally wrong, misleading, or exaggerated.

| You can help pupils to consider | Computing curriculum | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Disinformation and why individuals or groups choose to share false information in order to deliberately deceive. | | Y | Y | | | |
| Misinformation and being aware that false and misleading information can be shared inadvertently. | | Y | Y | | | |
| Online hoaxes, which can be deliberately and inadvertently spread for a variety of reasons. | | Y | | | | |
| How to measure and check authenticity online. | | Y | Y | Y | | |
| The potential consequences of sharing information that may not be true. | | Y | | | | |

## Fake websites and scam emails
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 another gain.

| You can help pupils to consider | Computing curriculum | | | | | |
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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| How to look out for fake URLs and websites. | | | Y | Y | | |
| Ensuring pupils understand what secure markings on websites are and how to assess the sources of emails. | | | Y | | | |
| Explaining the risks of entering information to a website which isn't secure. | | | Y | | | |
| What to do if harmed, targeted or groomed as a result of interacting with a fake website or scam email. | | | Y | | | |
| Who to go to and the range of support that is available. | | | Y | | | |

## Fraud (online)
Fraud can take place online and can have serious consequences for individuals and organisations.

| You can help pupils to consider | Computing curriculum | | | | | |
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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| What identity fraud, scams and phishing are. | | | Y | | | Y |
| How to protect yourself and others against different types of online fraud. | | | | | | Y |
| The risk of sharing personal information that could be used by fraudsters. | | | Y | | | |
| How to report fraud, phishing attempts, suspicious websites and adverts. | | | | | | Y |

## Password phishing
Password phishing is the process by which people try to find out your passwords so they can access protected content.

| You can help pupils to consider | Computing curriculum | | | | | |
|---|---|---|---|---|---|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Why passwords are important, how to keep them safe and that others may try to trick you to reveal them | | | Y | | Y | Y |
| Explaining how to recognise phishing scams, for example, those that try to get login credentials and passwords | Y | | | | | |
| The importance of online security to protect against viruses (such as keylogging) that are designed to access, steal or copy passwords. | | | | | | Y |
| What to do when a password is compromised or thought to be compromised. | | | | | | Y |

## Personal data
Online platforms and search engines gather personal data. This is often referred to as 'harvesting' or 'farming'

| You can help pupils to consider | Computing curriculum | | | | | |
|---|---|---|---|---|---|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| How cookies work. | | | | | Y | |
| 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. | | | | | Y | |
| How, and why, personal data is shared by online companies, for example, data being resold for targeted marketing by email and text (spam) | | | | | Y | |
| How pupils can protect themselves, including what to do if something goes wrong (for example data being hacked) and that acting quickly is essential | Y | | | | | |
| The rights children have with regard to their data, including particular protections for children under the General Data Protection Regulations (GDPR). | | | | | Y | |
| How to limit the data companies can gather, including paying particular attention to boxes they tick when playing a game or accessing an app for the first time. | | | | | Y | |

## Persuasive design
Many devices, apps and games are designed to keep users online for longer than they might have planned or desired.

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| | online for longer than they might have planned or desired. |
|---|---|

| You can help pupils to consider | Computing curriculum | | | | | |
|---|---|---|---|---|---|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 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 | | | | Y | Y | |

| Privacy settings | | | | | | |
|---|---|---|---|---|---|---|
| Almost all devices, websites, apps and other online services come with privacy setting that can be used to control what is shared. | | | | | | |
| **You can help pupils to consider** | **Computing curriculum** | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| How to find information about privacy setting on various sites, apps, devices and platforms. | | | Y | | Y | |
| Explaining that privacy settings have limitations, for example, they will not prevent someone posting something inappropriate. | | | Y | | | |

| Targeting of online content | | | | | | |
|---|---|---|---|---|---|---|
| Much of the information seen online is a result of some form of targeting. | | | | | | |
| **You can help pupils to consider** | **Computing curriculum** | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 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. | | | | Y | | |
| How the targeting is done, for example, software which monitors online behaviour (sites they have visited in the past, people who they are friends with) to target adverts thought to be relevant to the individual user. | | | | Y | | |
| The concept of clickbait and how companies can use it to draw people onto their sites and services. | | | | Y | | |

*How to stay safe online*

| Abuse (online) | | | | | | |
|---|---|---|---|---|---|---|
| Some online behaviours are abusive. They are negative in nature, potentially harmful and in some cases can be illegal. | | | | | | |
| **You can help pupils to consider** | **Computing curriculum** | | | | | |
| | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Explaining about the types of online abuse including sexual, harassment, bullying, trolling and intimidation. | | | Y | | | |
| How to respond to online abuse including how to access help and support. | | | Y | | Y | Y |
| How to respond when the abuse is anonymous. | | | Y | | Y | |
| Discussing the potential implications of online abuse, including the implications for victims. | | | | | Y | |
| Being clear about what good online behaviours do and don't look like. | | | | | Y | Y |

| Challenges | | | | | | |
|---|---|---|---|---|---|---|
| Online challenges acquire mass followings and encourage others to take part in what they suggest. | | | | | | |
| **You can help pupils to consider** | **Computing curriculum** | | | | | |
| | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Explaining what an online challenge is and that while some will be fun and harmless, others may be dangerous and or even illegal. | | | | | | Y |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| Explaining to pupils that it is ok to say no and not take part. | | | | | | **Y** |
| How and where to go for help if worried about a challenge. | | | | | | **Y** |

| **Fake profiles**<br>Not everyone online is who they say they are | | | | | | |
|---|---|---|---|---|---|---|
| **You can help pupils to consider** | **Computing curriculum** | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explaining that in some cases profiles may be people posing as someone they are not (such as an adult posing as a child) or may be bots (which are automated software programs designed to create and control fake social media accounts). | | | | **Y** | | |
| How to look out for fake profiles, for example: | | | **Y** | | | |

| **Unsafe communication**<br>Knowing different strategies for staying safe when communicating with others, especially people they do not know or have never met. | | | | | | |
|---|---|---|---|---|---|---|
| **You can help pupils to consider** | **Computing curriculum** | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explaining that communicating safely online and protecting your privacy and data is important regardless of who you are communicating with. | | | **Y** | | **Y** | **Y** |
| Identifying indicators of risk and unsafe communications. | | | | | **Y** | **Y** |
| 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. | | | | | | **Y** |
| Explaining about consent online and supporting pupils to develop strategies to confidently say "no" to both friends and strangers online. | | **Y** | | | | **Y** |

## *Wellbeing*

| **Abuse (online)**<br>Some online behaviours are abusive. They are negative in nature, potentially harmful and in some cases can be illegal. | | | | | | |
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| **You can help pupils to consider** | **Computing curriculum** | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Exploring the role of social media influencers, including that they are paid to influence the behaviour (particularly shopping habits) of their followers. | | | | **Y** | | |

| Impact on quality of life, physical and mental health and relationships<br>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. | | | | | | |
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| **You can help pupils to consider** | **Computing curriculum** | | | | | |
| | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Helping pupils to evaluate critically what they are doing online, why they are doing it, and for how long (screen time). | | | | Y | | |
| Helping pupils to consider quality versus quantity of online activity. | | | | | Y | |
| 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 | | | | Y | | |
| 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. | | | | Y | Y | |
| Exploring the impact that excessive social media usage can have on levels of anxiety, depression and other mental health issues. | | | | | Y | |
| 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. | | | | | Y | |
| Where to get help. | | | | | Y | |

| Online versus offline behaviours<br>People can behave differently online to how they would act face to face. | | | | | | |
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| **You can help pupils to consider** | **Computing curriculum** | | | | | |
| | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Discussing how and why people are unkind or hurtful online, when they would not necessarily be unkind to someone face to face. | | | | | Y | |

| Reputational damage<br>People can behave differently online to how they would act face to face. | | | | | | |
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| **You can help pupils to consider** | **Computing curriculum** | | | | | |
| | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Looking at strategies for positive use. | | | | | | Y |