

Bentley High Street Primary School



Online safety policy and the use of IT

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1. Aims

Online safety encompasses internet technologies and electronic communication such as mobile phones as well as collaboration and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provide safeguards and awareness for users to enable them to control their online experiences. The ever-changing online world is becoming more dangerous for any user. With the relatively new social media sites such as Facebook, Twitter, Snapchat, WhatsApp and Instagram, children are commonly on these before the legal ages opening themselves up to the threat of cyber-bullying and grooming. Staff, as well as parents, have an obligation to keep the child safe both in the real and online world.

Our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Deliver an effective approach to online safety, which empowers us to protect and educate the whole school community in its use of technology
- Establish clear mechanisms to identify, intervene and escalate an incident, where appropriate

2. Legislation and guidance

This policy is based on the Department for Education's (DfE) statutory safeguarding guidance, [Keeping Children Safe in Education](#), and its advice for schools on:

- [Teaching online safety in schools](#)
- [Preventing and tackling bullying](#) and [cyber-bullying: advice for headteachers and school staff](#)
- [Searching, screening and confiscation](#)

It also refers to the DfE's guidance on [protecting children from radicalisation](#).

It reflects existing legislation, including but not limited to the [Education Act 1996](#) (as amended), the [Education and Inspections Act 2006](#) and the [Equality Act 2010](#). In addition, it reflects the [Education Act 2011](#), which has given teachers stronger powers to tackle cyber-bullying by, if necessary, searching for and deleting inappropriate images or files on pupils' electronic devices where they believe there is a 'good reason' to do so.

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

The designated safeguarding leads

The DSL takes lead responsibility for online safety in school, in particular:

- Supporting in ensuring that staff understand this policy and that it is being implemented consistently throughout the school
- Working with senior leaders, ICT manager and other staff, as necessary, to address any online safety issues or incidents
- Ensuring that any online safety incidents are logged (see appendix 5) and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the school behaviour policy
- Updating and delivering staff training on online safety
- Liaising with other agencies and/or external services if necessary
- Providing regular updates to staff and parents regarding online safety

This list is not intended to be exhaustive.

The ICT technician

The ICT manager is responsible for:

- Putting in place appropriate filtering and monitoring systems, which are updated on a regular basis and keep pupils safe from potentially harmful and inappropriate content and contact online while at school, including terrorist and extremist material
- Ensuring that the school's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly
- Conducting a full security check and monitoring the school's ICT systems on a regular basis
- Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files
- Ensuring that any online safety incidents are logged and dealt with appropriately in line with this policy

All staff

All staff are responsible for:

- Maintaining an understanding of this policy
- Implementing this policy consistently
- Agreeing and adhering to the terms on acceptable use of the school's ICT systems and the internet (appendix 3), and ensuring that pupils follow the school's terms on acceptable use (appendices 1 and 2)
- Working with the DSL to ensure that any online safety incidents are logged and dealt with appropriately in line with this policy

- › Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy

Parents

Parents are expected to engage with the school over any online safety breaches or concerns that may be brought to their attention.

Parents can seek further guidance on keeping children safe online from the following organisations and websites:

- › What are the issues? - [UK Safer Internet Centre](#)
- › Hot topics - [Childnet International](#)
- › Parent factsheet - [Childnet International](#)
- › Healthy relationships – [Disrespect Nobody](#)

4. Educating pupils about online safety

Pupils will be taught about online safety as part of the curriculum:

In **Key Stage 1**, pupils will be taught to:

- › Use technology safely and respectfully, keeping personal information private
- › Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Pupils in **Key Stage 2** will be taught to:

- › Use technology safely, respectfully and responsibly
- › Recognise acceptable and unacceptable behaviour
- › Identify a range of ways to report concerns about content and contact

By the **end of primary school**, pupils will know:

- › That people sometimes behave differently online, including by pretending to be someone they are not
- › 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
- › The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- › How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- › How information and data is shared and used online
- › How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

The safe use of social media and the internet will also be covered in other subjects where relevant.

These objectives are primarily covered throughout our curriculum in Computing and SMSC. Objectives are mapped progressively and age appropriately using the Kapow scheme of learning that we use for Computing and safety and online relationships are covered throughout our Jigsaw curriculum. For an overview of coverage in our curriculum, please see appendix I.

Termly age appropriate assemblies are also held to ensure that children are regularly reflecting upon and delivered important messages around online safety and school participates in Safer Internet Day to raise awareness in school. These events complement the overall online safety curriculum.

5. Educating parents about online safety

The school will raise parents' awareness of internet safety in letters or other communications home, and in information via our website. This policy will also be shared with parents.

Online safety will also be discussed or advice offered as and when this is required.

If parents have any queries or concerns in relation to online safety, these should be raised in the first instance with the senior leadership team and/or the DSL.

Concerns or queries about this policy can be raised with any member of staff.

6. 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. (See also the school behaviour policy.)

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.

The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. This will also be discussed as part of Anti-Bullying week which is celebrated in school annually to raise awareness. At Bentley High Street, we are confident that our curriculum addresses this issue and goes a long way prevent cyber-bullying within our community.

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school behaviour policy and this may result in this being logged in the school bullying log dependant upon the nature. 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 DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

Examining electronic devices

School staff have the specific power under the Education and Inspections Act 2006 (which has been increased by the Education Act 2011) to search for and, if necessary, delete inappropriate images or files on pupils' electronic devices, including mobile phones, iPads and other tablet devices, where they believe there is a 'good reason' to do so.

When deciding whether there is a good reason to examine or erase data or files on an electronic device, staff must reasonably suspect that the data or file in question has been, or could be, used to:

- Cause harm, and/or
- Disrupt teaching, and/or
- Break any of the school rules

If inappropriate material is found on the device, it is up to the headteacher in conjunction with the DSL or other member of the senior leadership team to decide whether they should:

- Delete that material, or
- Retain it as evidence (of a criminal offence or a breach of school discipline), and/or
- Report it to the police

Any searching of pupils will be carried out in line with the DfE's latest guidance on [screening, searching and confiscation](#) and the school's COVID-19 risk assessment. No searching or deleting of files on an electronic device will be undertaken towards a pupil without the headteacher's consent.

Any complaints about searching for or deleting inappropriate images or files on pupils' electronic devices will be dealt with through the school complaints procedure.

7. Acceptable use of the internet in school

Use of the school's internet must be for educational purposes only, or for the purpose of fulfilling the duties of an individual's role.

We will monitor the websites visited by pupils, staff, volunteers, governors and visitors (where relevant) to ensure they comply with the above.

School uses online platforms to support learning such as Microsoft TEAMS and Seesaw. These applications are approved for education and relevant safeguarding and safety checks are in place. They are used for solely educational purposes and pupils are made aware of protocols to consider to keep all members of the school community safe.

Prevent duty

The DfE guidance regarding prevent duty and protecting children from radicalisation is applied at every level during IT use in school. Staff are well-trained and vigilant for any signs of radicalisation or concerning behaviour regarding the use of the internet or technology. Appropriate reporting channels are understood by all staff in line with the safeguarding policy.

8. Pupils using mobile devices in school

Older pupils may bring mobile phones to school if needed for purposes such as walking home alone or other reasonable excuse. These devices are not to be used on the premises under any circumstances and are to be switched off once a child is on site. During the school day, mobile devices will be stored at the school office and returned to pupils at the end of the day only to be switched back on after leaving the premises. Any unauthorised use of mobile phones in school will be dealt with in line with the school behaviour policy.

9. Staff using work devices outside school

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are recommended
- Ensuring their hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

Staff members must not use the device in any way which would violate the school's terms of acceptable use

Work devices must be used solely for work activities.

If staff have any concerns over the security of their device, they must seek advice from the ICT team.

10. How the school will respond to issues of misuse

Where a pupil misuses the school's ICT systems or internet, we will follow the procedures set out in our behaviour policy. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.

Where a staff member misuses the school's ICT systems or the internet, or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff code of conduct. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

The school will consider whether incidents which involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

11. Training

All new staff members will receive training, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation.

All staff members will receive refresher training at least once each academic year as part of safeguarding training, as well as relevant updates as required (for example through emails, e-bulletins and staff meetings).

The DSL will undertake child protection and safeguarding training, which will include online safety, at least every 2 years. They will also update their knowledge and skills on the subject of online safety at regular intervals, and at least annually.

More information about safeguarding training is set out in our child protection and safeguarding policy.

12. Monitoring arrangements

The school logs behaviour and safeguarding issues related to online safety including incidents of cyber-bullying. This is analysed and used to inform training and education opportunities.

13. Links with other policies

This online safety policy is linked to our:

- Safeguarding policy
- Behaviour policy
- Complaints procedure

Appendix I: Online Safety Curriculum Map

Coverage of online safety – KAPOW & Jigsaw curriculum

This overview outlines the teaching of Online Safety through our computing, KAPOW and PSHE scheme, Jigsaw.

Online safety is taught either directly or linked through other topics and activities.

KAPOW JIGSAW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><u>Getting Started (5 lessons)</u> Introducing children to logging in and using technology for a purpose, including creating art</p> <p><u>Links with OS/ NC-</u> <i>Recognising common uses of information technology. Logging in and saving work on their own account. Knowing what to do if they have concerns about content or contact online. Understanding of how to create digital art using an online paint tool</i></p>			<p><u>Digital imagery (5 lessons)</u> Taking and manipulating digital photographs, including adding images found via a search engine.</p> <p><u>Links with OS/ NC -</u> <i>Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Knowing what to do if they have concerns about content or contact online</i></p>	<p><u>Introduction to Data (5 lessons)</u> Learning about what data is and how it can be represented and using these skills to show the findings of a minibeast hunt</p> <p><u>Linking with OS/ NC -</u> <i>Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Selecting software appropriately.</i></p>	<p><u>Rocket to the Moon (5 lessons)</u> Appreciating the value of computers, understanding that they helped us get to the moon</p> <p><u>Linking with OS/ NC -</u> <i>Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Selecting software appropriately.</i></p>
Year 2		<p><u>Word processing (5 lessons)</u> – Using their developing word processing skills, pupils write simple messages to friends and learn why we must be careful about who we talk to online.</p> <p><u>Links with OS/ NC -</u> <i>Using word processing software to type and reformat text. Understanding the importance of staying safe online.</i></p> <p><u>Celebrating differences</u></p>	<p><u>Programming Scratch Jr (5 lessons)</u> – Using the app ‘scratch’ pupils programme a familiar story and an animation of an animal, make their own musical instruments and follow an algorithm to record a joke.</p> <p><u>Links with OS/ NC –</u> <i>Using technology purposefully to create, organise, store, manipulate and retrieve</i></p>	<p><u>Healthy me – Lesson 2</u> show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed tell you when a feeling is weak and when a feeling is strong</p>	<p><u>International space station (5 lessons)</u> Building on their understanding of how computers sense the world around us, pupils learn how data is collected, used and displayed to keep astronauts safe onboard the ISS</p> <p><u>Links with OS/ NC –</u> <i>Using technology to create and label images and to put data into a</i></p>	<p><u>Stop motion (5 lessons) –</u> Pupils create simple animations, storyboarding their ideas then decomposing it into small parts of action to be captured using Stop Motion Animation Software.</p> <p><u>Links with OS/ NC –</u> <i>Using technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p>

		<p>Lesson 3</p> <p>L.I Why does bullying happen?</p> <p>Lesson 4</p> <p>L.I Standing up for myself and others.</p>	<i>digital content</i>		<p><i>spreadsheet.</i></p> <p><u>Relationships – Lessons 4</u></p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</p> <p><u>Lesson 5</u></p> <p>I recognise and appreciate people who can help me in my family, my school and my community</p> <p>I understand how it feels to trust someone</p>	
Year 3	<p><u>Emailing (5 lessons) -</u> Pupils learn to send emails, including attachments and how to be responsible digital citizens</p> <p><u>Links with OS/NC -</u> Learn about cyberbullying and fake emails. Understanding the purpose of emails.</p> <p><u>Being me in my world – Lesson 4</u></p>	<p><u>Celebrating differences</u></p> <p>Lesson 2</p> <p>L. I understand that differences and conflicts sometimes happen among family members know how to calm myself down and can use the ‘Solve it together’ technique</p> <p>Lesson 3 L.I know what it means to be a witness to bullying know some ways of helping to make someone who is bullied feel better</p> <p>Lesson 4 - know that witnesses can make the</p>	<p><u>Top trumps Databases (5 lessons)-</u></p> <p>Developing their understanding of data and databases, children play with and create their own Top Trump cards, learning how to interpret information by ordering and filtering.</p> <p><u>Links with OS/ NC -</u> Using technology purposefully to create,</p>	<p><u>Digital Literacy (5 lessons) –</u> Developing their own video skills, pupils create a book trailer, storyboarding their trailers before then filming and editing their videos, adding effects such as transition, music, voice and text.</p> <p><u>Links with OS/ NC -</u> Using technology purposefully to create, organise, store, manipulate and retrieve digital content, including searching for relevant</p>	<p><u>Relationships – Lesson 3</u></p> <p>I know and can use some strategies for keeping myself safe online</p> <p>I know who to ask for help if I am worried or concerned about anything online</p>	

		situation better or worse by what they do problem-solve a bullying situation with others	<i>organise, store, manipulate and retrieve data.</i>	<i>information.</i> Healthy me – Lesson 4 identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help express how being anxious or scared feels Lesson 5 identify when something feels safe or unsafe take responsibility for keeping myself and others safe Lesson 6 understand how complex my body is and how important it is to take care of it respect my body and appreciate what it does for me		
Year 4	<u>Collaborative learning (5 lessons)</u> Learning to work collaboratively in a responsible way using tools including Google Docs and Sheets. <u>Links with OS/ NC</u> <i>Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals.</i>	<u>How the internet works (5 lessons)</u> We use the internet every single day, but 30 years ago it didn't exist. In this topic pupils learn how data is transferred around the world using the world wide web. <u>Links with OS/ NC</u> <i>Understanding computer networks, including the internet; how they can provide multiple services,</i>	<u>Website Design (5 lessons)</u> Pupils design and create their own websites, considering content and style, as well as understanding the importance of working collaboratively <u>Links with OS/ NC</u> <i>Selecting using and combining a variety of software to design and create a range of</i>	<u>HTML (5 lessons)</u> Pupils explore the language behind well known websites, while developing their understanding of how to change the core characteristics of a website using HTML and CSS <u>Links with OS/ NC</u> <i>Recognising that information on the Internet might not be true or correct. Using technology safely, by</i>	<u>Investigating Weather (5 lessons)</u> Children investigate the role of computers in forecasting and recording weather as well as how technology is used to present forecasts <u>Links with OS/ NC</u> <i>Understanding why some sources are more trustworthy than others.</i>	

	<p><i>Understanding opportunities offered by the World Wide Web for communication and collaboration</i></p> <p><u>Being me in my world – Lesson 4</u></p> <p>I understand that my actions affect myself and others</p> <p>I care about other people's feelings and try to empathise with them</p> <p>I understand how rewards and consequences motivate people's behaviour</p>	<p><i>such as the World Wide Web, and the opportunities they offer for communication and collaboration.</i></p> <p><u>Celebrating differences</u></p> <p>Lesson 3 know that sometimes bullying is hard to spot and to know what to do if I think bullying is going on but I'm not sure how it might feel to be a witness to and a target of bullying</p> <p>Lesson 4 tell you why witnesses sometimes join in with bullying and sometimes don't tell problem-solve a bullying situation with other</p> <p>Lesson 5 L.I identify what is special about me and to value the ways in which I am unique like and respect the unique features of my physical appearance</p> <p>Lesson 6 tell you a time when my first impression of someone changed when I got to know them explain why it is good to accept people for who they are</p>	<p><i>programs, systems and content that accomplish given goals. Understanding opportunities offered by the World Wide Web for communication and collaboration.</i></p> <p><u>Dreams and goals – Lessons 2, 3</u></p> <p><u>Lesson 2</u></p> <p>understand that sometimes hopes and dreams do not come true and that this can hurt know how disappointment feels and identify when I have felt that way.</p> <p><u>Lesson 3</u></p> <p>know that reflecting on positive and happy experiences can help me to counteract disappointment</p> <p>know how to cope with disappointment and help others cope with theirs</p>	<p><i>recognising acceptable/unacceptable behaviour and knowing what to do when they have concerns about content or contact online.</i></p> <p><u>Healthy me – Lessons 2</u></p> <p>understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations be aware of how different people and groups impact on me and to recognise the people I most want to be friends with</p> <p><u>Lesson 6</u></p> <p>know myself well enough to have a clear picture of what I believe is right and wrong tap into my inner strength and know how to be assertive</p>	<p><u>Relationships – Lessons 1</u></p> <p>I can recognise situations which can cause jealousy in relationships</p> <p>I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</p> <p><u>Lesson 4</u></p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>I know how to stand up for myself and how to negotiate and compromise</p>	
Year 5	<p><u>Online Safety (5 lessons)</u></p> <p>Pupils create an online safety resource for younger children using tools such as presentation software, video tools or a simple stop-motion animation</p>	<p><u>Celebrating differences</u></p> <p>Lesson 3 L.I understand how rumour-spreading and name-calling can be bullying behaviour tell you a range of strategies to manage my feelings in bullying situations and for problem-solving</p>	<p><u>Search Engines (5 lessons)</u></p> <p>To enable children to quickly and accurately find information and become independent learners, they need to develop their searching</p>	<p><u>Sonic Pi (5 lessons)</u></p> <p>Composing music using code through Sonic Pi, pupils can import samples, add drum beats and compose simple tunes culminating in a 'battle of the bands' using live loops</p>	<p><u>Mars Rover 1 (5 lessons)</u></p> <p>Pupils explore inputs and outputs as well as Binary numbers to understand how the Mars Rover transmits and receives data and how scientists are able to control it to</p>	<p><u>Mars Rover 2 (5 lessons)</u></p> <p>Children learn how the Mars Rover is able to send images all the way back to Earth and experiment with online CAD software to design new tyres for it</p>

	<p><u>Links with OS/ NC</u></p> <p><i>Recognising that information on the Internet might not be true or correct. Using technology safely, by recognising acceptable/unacceptable behaviour and knowing what to do when they have concerns about content or contact online.</i></p>	<p>when I'm part of one</p> <p>Lesson 4</p> <p>L.I explain the difference between direct and indirect types of bullying know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>	<p>skills and learn how to identify trustworthy sources</p> <p><u>Links with OS/NC</u></p> <p><i>Recognising that information on the Internet might not be true or correct. Know how to use key words to quickly find accurate information.</i></p>	<p>of music</p> <p><u>Links with OS/NC</u></p> <p><i>Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals.</i></p> <p><u>Healthy me – Lessons 1</u></p> <p>know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart make an informed decision about whether or not I choose to smoke and know how to resist pressure</p> <p><u>Lesson 2</u></p> <p>know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p> <p><u>Lesson 4</u></p> <p>understand how the media, social media and celebrity culture promotes certain body types reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</p>	<p>explore another planet!</p> <p><u>Links with OS/ NC</u></p> <p><i>Understanding computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</i></p> <p><u>Relationships – Lessons 2</u></p> <p>I understand that belonging to an online community can have positive and negative consequences</p> <p>I can recognise when an online community feels unsafe or uncomfortable</p> <p><u>Lesson 3</u></p> <p>I understand there are rights and responsibilities in an online community or social network</p> <p>I can recognise when an online community is helpful or unhelpful to me</p> <p><u>Lesson 4</u></p> <p>I know there are rights and responsibilities when playing a game online</p> <p>I can recognise when an</p>	<p><u>Links with OS/ NC</u></p> <p><i>Developing their CAD skills.</i></p> <p><u>Changing me – Lessons 1</u></p> <p>I am aware of my own self-image and how my body image fits into that</p> <p>I know how to develop my own self esteem</p> <p><u>Lesson 3</u></p> <p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>
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				<p>Lesson 5</p> <p>describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures respect and value my body</p> <p>Lesson 6</p> <p>know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy be motivated to keep myself healthy and happy</p>	<p>online game is becoming unhelpful or unsafe</p> <p>Lesson 5</p> <p>I can recognise when I am spending too much time using devices (screen time)</p> <p>I can identify things I can do to reduce screen time, so my health isn't affected</p> <p>Lesson 6</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p>	
Year 6	<p><u>Bletchley Park (10 lessons)</u></p> <p>Children learn about the history of Bletchley Park, including: key historical figures, how the first modern computers were created as part of a WWII code breaking team and consider how computers have evolved over time. They then go on to investigate secret codes and how they are created, exploring 'brute force' hacking and learn how to make passwords more secure</p> <p><u>Links with OS/ NC</u></p> <p><i>Understanding the importance of secure passwords and using searching and word processing skills to create a presentation.</i></p> <p><i>Editing sound recordings for specific purpose.</i></p>		<p><u>Big Data (10 lessons)</u></p> <p>Children learn how data is collected and stored by exploring barcodes. QR codes and RFID chips, and investigate how collecting big data can be used to help people in a variety of ways.</p> <p><u>Links with OS/ NC</u></p> <p><i>Understanding how learning can be applied to a real world context. Selecting, using and combining a</i></p>	<p><u>Big Data 2 (10 lessons)</u></p> <p>Children learn the difference between mobile data and WiFi and how data is transferred and use their understanding of big data to design their own smart school</p> <p><u>Links with OS/NC</u></p> <p><i>Selecting, using and combining a variety of software to design and create a range of programs, systems and content to collect, analyse,</i></p>	<p><u>Skills Showcase (5 lessons)</u></p> <p>Reflecting on and showcasing their computing skills, pupils create an entire project around a specific theme</p> <p><u>Links with OS/ NC</u></p> <p><i>Showcasing their digital literacy skills.</i></p> <p><u>Changing me – Lessons 1</u></p> <p>I am aware of my own self-image and how my body image fits into that</p>	

	<p><u>Autumn 2 – Celebrating differences</u></p> <p>Lesson 1</p> <p>L.I understand there are different perceptions about what normal means empathise with people who are different</p> <p>Lesson 3 L.I explain some of the ways in which one person or a group can have power over another know how it can feel to be excluded or treated badly by being different in some way</p> <p>Lesson 4 know some of the reasons why people use bullying behaviours tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <p>Lesson 6 L.I explain ways in which difference can be a source of conflict and a cause for celebration show empathy with people in either situation</p>		<p><i>variety of software to design and create a range of programs, systems and content to collect, analyse, evaluate and present data</i></p> <p><u>Healthy me – Lesson 1</u></p> <p>I can take responsibility for my health and make choices that benefit my health and well-being</p> <p>I am motivated to care for my physical and emotional health</p> <p><u>Lesson 4</u></p> <p>I know why some people join gangs and the risks this involves</p> <p>I can suggest strategies someone could use to avoid being pressurised</p>	<p><i>evaluate and present data</i></p> <p><u>Relationships – Lessons 1</u></p> <p>I know that it is important to take care of my mental health</p> <p>I understand that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p><u>Lesson 4</u></p> <p>_can recognise when people are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p>	<p>I know how to develop my own self esteem</p> <p><u>Lesson 2</u></p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can express how I feel about the changes that will happen to me during puberty</p> <p><u>Lesson 4</u></p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p> <p>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</p> <p><u>Lesson 5</u></p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>I can express how I feel about my self-image and know how to challenge negative 'body-talk</p>
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