

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> Lesson 3 L.I Why does bullying happen? Lesson 4 L.I Standing up for myself and others.</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 digital content</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 spreadsheet.</i></p> <p><u>Relationships – Lessons 4</u> I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret 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 <u>Lesson 5</u></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>

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Year 3	<p>Emailing (5 lessons) - Pupils learn to send emails, including attachments and how to be responsible digital citizens</p> <p>Links with OS/NC - Learn about cyberbullying and fake emails. Understanding the purpose of emails.</p> <p>Being me in my world – Lesson 4</p>	<p>Celebrating differences 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 situation better or worse by what they do problem_solve a bullying situation with others</p>	<p>Top trumps Databases (5 lessons)-</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>Links with OS/ NC - <i>Using technology purposefully to create, organise, store, manipulate and retrieve data.</i></p>	<p>Digital Literacy (5 lessons) –</p> <p>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>Links with OS/ NC - <i>Using technology purposefully to create, organise, store, manipulate and retrieve digital content, including searching for relevant information.</i></p> <p>Healthy me – Lesson 4</p> <p>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</p> <p>Lesson 5</p> <p>identify when something feels safe or unsafe take responsibility for keeping myself and others safe</p> <p>Lesson 6</p>	<p>Relationships – Lesson 3</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>	

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Year 4	<p><u>Collaborative learning (5 lessons)</u> Learning to work collaboratively in a responsible way using tools including Google Docs and Sheets.</p> <p><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></p> <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> I understand that my actions affect myself and others I care about other people’s feelings and try to empathise with them I understand how rewards and consequences motivate people’s behaviour</p>	<p><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.</p> <p><u>Links with OS/ NC</u> <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>Celebrating differences</u> 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 know how it might feel to be a witness to and a target of bullying Lesson 4 tell you why witnesses sometimes join in with bullying and sometimes don’t tell problem-solve a bullying situation with other Lesson 5 L.I identify what is special about me and to value</p>	<p><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</p> <p><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. Understanding opportunities offered by the World Wide Web for communication and collaboration.</i></p> <p><u>Dreams and goals – Lessons 2, 3</u> <u>Lesson 2</u> 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>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</p> <p><u>Links with OS/ NC</u> <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><u>Healthy me – Lessons 2</u> 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 <u>Lesson 6</u></p>	<p><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</p> <p><u>Links with OS/ NC</u> <i>Understanding why some sources are more trustworthy than others.</i></p> <p><u>Relationships – Lessons 1</u> I can recognise situations which can cause jealousy in relationships I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens <u>Lesson 4</u> I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I know how to stand up for myself and how to negotiate and compromise</p>

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Year 5	<p>Online Safety (5 lessons) 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>Links with OS/ NC <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>Celebrating differences 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 when I'm part of one</p> <p>Lesson 4 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>Search Engines (5 lessons) To enable children to quickly and accurately find information and become independent learners, they need to develop their searching skills and learn how to identify trustworthy sources</p> <p>Links with OS/NC <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>Sonic Pi (5 lessons)</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 of music</p> <p>Links with OS/NC <i>Selecting using and combining a variety of software to design programs, systems and content that accomplish given goals.</i></p> <p>Healthy me – Lessons 1</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>Lesson 2</p> <p>know some of the risks with misusing alcohol, including anti-social behaviour, and how</p>	<p>Mars Rover 1 (5 lessons)</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 explore another planet!</p> <p>Links with OS/ NC <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>Relationships – Lessons 2</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>Lesson 3</p>	<p>Mars Rover 2 (5 lessons) 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>Links with OS/ NC <i>Developing their CAD skills.</i></p> <p>Changing me – Lessons 1</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>Lesson 3</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>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>Lesson 4 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>Lesson 5 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 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>I understand there are rights and responsibilities in an online community or social network I can recognise when an online community is helpful or unhelpful to me</p> <p>Lesson 4 I know there are rights and responsibilities when playing a game online I can recognise when an online game is becoming unhelpful or unsafe</p> <p>Lesson 5 I can recognise when I am spending too much time using devices (screen time) I can identify things I can do to reduce screen time, so my health isn’t affected</p> <p>Lesson 6 I can explain how to stay safe when using technology to communicate with my friends 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>Bletchley Park (10 lessons) Children learn about the history of Bletchley Park, including: key historical figures, how the first modern computers were created at 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>Big Data (10 lessons) 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>Big Data 2 (10 lessons) 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>Skills Showcase (5 lessons) Reflecting on and showcasing their computing skills, pupils create an entire project around a specific theme</p> <p>Links with OS/ NC</p>	

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<p><u>Links with OS/ NC</u> <i>Understanding the importance of secure passwords and using searching and word processing skills to create a presentation. Editing sound recordings for specific purpose.</i></p> <p><u>Autumn 2 – Celebrating differences</u> Lesson 1 L.I understand there are different perceptions about what normal means empathise with people who are different 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 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 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><u>Links with OS/ NC</u> <i>Understanding how learning can be applied to a real world context. Selecting, using and combining a 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> I can take responsibility for my health and make choices that benefit my health and well-being I am motivated to care for my physical and emotional health</p> <p><u>Lesson 4</u> I know why some people join gangs and the risks this involves I can suggest strategies someone could use to avoid being pressurised</p>	<p><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 to collect, analyse, evaluate and present data</i></p> <p><u>Relationships – Lessons 1</u> I know that it is important to take care of my mental health 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> _can recognise when people are trying to gain power or control 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>Showcasing their digital literacy skills.</i></p> <p><u>Changing me – Lessons 1</u> I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem</p> <p><u>Lesson 2</u> I can explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can express how I feel about the changes that will happen to me during puberty</p> <p><u>Lesson 4</u> I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend 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> I am aware of the importance of a positive self-esteem and what I can do to develop it I can express how I feel about my self-image and know how to challenge negative ‘body-talk</p>
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