

We take the issue of online safety very seriously at Anson. Our work is embedded in our classroom practice and is supplemented by our PSHE programme, assembly themes and in discussion with parents through regular meetings, publications, digital resources and newsletters. Staff demonstrate good practice and use tools responsibly themselves.

This document outlines the targets we have for each of the year groups at Anson.

| EYFS   | Year 1   | Year 2  | Year 3  | Year 4   | Year 5  | Year 6  |
|--|--|---|---|--|---|---|
| Pupils and students learn that they can go to exciting places online but they need to follow certain rules to remain safe.                                     | Pupils and students learn that they can go to exciting places online but they need to follow certain rules to remain safe.                                     | Pupils and students understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.                           | Pupils and students explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.                         | Pupils and students explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens.   | Pupils and students learn how to create secure passwords in order to protect their private information and accounts online.   | Pupils and students learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.   |
| Pupils and students search safely for pictures online. They learn that directory sites with alphabetical listings are one way to find things on the Internet.  | Pupils and students search safely for pictures online. They learn that directory sites with alphabetical listings are one way to find things on the Internet.  | Pupils and students learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it.          | Pupils and students explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community.          | How can you protect yourself from online identity theft? Pupils and students think critically about the information they share online.   | Pupils and students work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a Digital Citizens Pledge.              | Pupils and students explore Spider-Man's motto, "with great power comes great responsibility" through the lens of digital citizenship. They create comic strips show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it. |
| Pupils and students learn that many websites ask for information that is private and discuss how to responsibly handle such requests.                          | Pupils and students learn that many websites ask for information that is private and discuss how to responsibly handle such requests.                          | Pupils and students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.                     | Pupils and students examine product websites and understand that the purpose of the site is to encourage buying the product. Pupils and students learn methods used to promote products on these sites. | Pupils and students consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Pupils and students identify actions that will make them upstanders in the face of cyberbullying. | Pupils and students learn what spam is, the forms it takes, and then identify strategies for dealing with it.   | Pupils and students learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.   |
| Pupils and students are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce. | Pupils and students are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce. | Pupils and students understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.              | Pupils and students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages.                                    | Pupils and students learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies.   | Pupils and students reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources.                             | Pupils and students explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.  |
| Pupils and students explore how they can use email to communicate with real people within their schools, families, and communities.                            | Pupils and students explore how they can use email to communicate with real people within their schools, families, and communities.                            | Pupils and students discuss criteria for rating informational websites and apply them to an assigned site. Pupils and students learn that all websites are not equally good sources of information. | Pupils and students learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey.                                     | Pupils and students learn that copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others.   | Pupils and students learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health. | Pupils and students explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for kids.  |