Teaching Online Safety in Schools (DFE 2023)

Non statutory

Summary and checklist

Curriculum context	Subject Area	Year Group	Topic	When
What positive, healthy and respectful relationships look like.	WORLD READY	7	Friendships, gossiping and bullying	Spring
			Consent, Relationships and family	Spring
Effects of online actions on others.			Data online - cookies, digital footprint, hacking	Spring
How to recognise and display respectful behaviour online.		8	Risky behaviour	Autumn
			Relationships and consent	Spring
How to use technology safely, responsibly, respectfully and securely.	WORLD READY		Social media	Spring
			Safety online – deep fakes and online scams	Summer
Where to go for help and support when they have concerns about content or contact on the internet or other online technologies.			Radicalisation and extremism	Summer
			Gambling	Summer
	WORLD READY	9	Healthy v unhealthy relationships	Throughout the year
			Sexting and revenge porn	
			Online sexual harassment	
			Stalking	
	WORLD READY	10	Coercive, abusive and controlling relationships	Throughout the year
			Online sexual harassment	
			Upskirting	
			Online grooming	
			Sextortion	
		11	Signs of a healthy and unhealthy relationship	Throughout the year
			Misogyny and incel culture	
	WORLD READY	All	New year, fresh start	Week 15
		All	Think before you post (digital footprint)	Week 16
	Assembly	All	Online pressures	Week 17
	Assembly	All	Student Led - Sharing whats not yours to share	Week 18
	Assembly	All	Children's mental health week	Week 19
	Assembly	All	Safer Internet Day - screentime/ dopamine	Week 20
	Assembly	9	9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Autumn
	Assembly	10, 11	1.6 Ethical, legal, cultural & environmental impacts of digital technology	Spring/Summer
	Computing			
	Computer Science			
Freedom of speech.	WORLD READY	7	Human Rights	Autumn
		8	Social justice and human rights	Spring
	WORLD READY	9	Democracy and British Values	Autumn
	WORLD READY	10	Crime and social influence	Summer
		11	Challenges for religions	Autumn
	WORLD READY	10/11	Life in Modern Britain and Politics and Participation	Throughout
	WORLD READY	All	Respect in our/the community	Week 5

	Citizenship	All	Kindness and empathy	Week 12
	Assembly	All	Responsible citizens	Week 30
	Assembly	All	Global citizenship	Week 36
	Assembly	10, 11	Technology in Everyday life. Exploration and discussion of online risks, device/Internet usage including frequency and addiction, consequences of excessive internet usage, advantages and disadvantages of technology and the internet.	Spring Autumn
	French	7	7.2 - Office Skills (Searching the web / bias / reliability / validity and legislation).	
	Computing			
The role and responsibility of the media in informing and shaping public opinion.	WORLD READY	8	Social media	Spring
	Citizenship	10/11	Free Press	Throughout
	WORLD READY	11	Violence against women	Spring
	Assembly	All	Online Pressures	Week 17
	Computing	8	8.1 - E-Safety (Body image and social media, exploitation, county lines).	Autumn
	Computing	7	7.4 - Photoshop	Spring
	Computing	9	9.4 - Photoshop	Spring
The concept of democracy, freedom, rights, and responsibilities.	WORLD READY	7	Rights and Responsibilities, British Values, human rights	Autumn
	WORLD READY	8	Human Rights	Autumn
	WORLD READY	9	Democracy unit	Autumn
	Citizenship	All	Democracy, freedom, rights, and responsibilities.	Throughout academic year
	Assembly	All	Respect in our/the community	Week 5
	Assembly	All	Kindness and empathy	Week 12
	Assembly	All	Responsible citizens	Week 30
	Assembly	All	Global citizenship	Week 36
	RSE	7	Rights and responsibilities	Autumn
	RSE	8	Democracy	Autumn
	RSE	9	Big questions - Democracy, freedom, rights, and responsibilities.	Throughout academic year

How to evaluate what they see online	Subject Area	Year Group	Topic	When
• whether a website, URL or email is fake • what cookies do and what information they are sharing • if a person or organisation is who they say they are • why a person wants them to see, send or believe something	WORLD READY	7	Data online	Spring
		8	Social media	Spring
	WORLD READY		Safety online – deep fakes and online scams	Summer
			Radicalisation and extremism	Summer
		All	New year, fresh start	Week 15

• why a person wants their personal information • the reason why something has been posted • whether something they see online is fact or opinion	Assembly	All	Think before you post (digital footprint)	Week 16
	Assembly	All	Online pressures	Week 17
	Assembly	All	Student Led - Sharing whats not yours to share	Week 18
	Assembly	All	Children's mental health week	Week 19
	Assembly	All	Safer Internet Day - screentime/ dopamine	Week 20
	Assembly	All	When looking at sources, consider where they come from and how their context may impact their reliability.	Throughout academic year
	History	All	Using This knowledge to consider evidence in the real world including TikTok's, news articles on Facebook.	Throughout academic year
	History	All	Lessons on data and data handling teach how to be critical of presented data – for instance looking at how graphs and charts can be used to convey a chosen point of view.	Throughout academic year
	Maths	All	Students are encouraged to look critically at the source of any information they find online.	Throughout academic year
	Maths	7	7.4 - Photoshop	Spring
	Computing	9	9.4 – Photoshop	Spring
	Computing	10, 11	1.6 Ethical, legal, cultural & environmental impacts of digital technology	Spring/Summer
	Computer Science	10, 11	Coursework research – looking at reliable sources and checking authenticity of information from websites	Throughout academic year
	Dance	All	Students encouraged to examine the validity of claims made by scientists.	Throughout academic year
	Science	KS4	Coursework research – looking at reliable sources and checking authenticity of information from websites	Throughout academic year
	Music			

How to recognise techniques used for persuasion	Subject Area	Year Group	Topic	When
• online content which tries to make people believe something false is true or mislead (misinformation and disinformation) • techniques that companies use to persuade people to buy something • ways in which criminals may try to defraud people online • ways in which games and social media companies try to keep users online longer (persuasive or sticky design) • grooming and manipulation techniques used by criminals • ways to protect themselves from a range of cyber crimes	WORLD READY	7	Cyber safety	Spring
	WORLD READY	8	Social media Safety online – deep fakes and online scams Radicalisation and extremism Gambling	Spring Summer Summer Summer
		9	Exploitation and grooming	Throughout
	WORLD READY	10	Radicalisation Cyber Crime Online grooming	Summer Summer Throughout
	WORLD READY	11	Can we trust what is online?	Throughout
		All	Think Before You Post (Digital Footprint)	Week 16
	WORLD READY	All	What to do and where to get support to report material or manage issues online.	Throughout academic year
	Assembly	9	Search for Truth - focussed on explorative journalism – students encouraged not to believe everything they read online or in print. Explores how the media can manipulate the viewpoints of society.	Spring
	RSE / Assembly			
	English	All	Lessons on data and data handling teach how to be critical of presented data – for instance looking at how graphs and charts can be used to convey a chosen point of view.	Throughout academic year

	Maths	All	Students are encouraged to look critically at the source of any information they find online.	Throughout academic year
		7	7.4 - Photoshop	Spring
	Maths	9	9.4 - Photoshop	Spring
	Computing	10, 11	1.6 Ethical, legal, cultural & environmental impacts of digital technology	Spring/Summer
	Computing			
	Computer Science			

Online behaviour	**Subject Area**	**Year Group**	**Topic**	**When**
That the same standard of behaviour and honesty apply on and offline, including the importance of respect for others.	WORLD READY	7	Healthy relationships - Cyber bullying, Online Safety.	Spring
		8	Risky behaviour	Spring
To recognise unacceptable behaviour in others.	WORLD READY		Social media	Spring
			Safety online – deep fakes and online scams	Summer
			Radicalisation and extremism	Summer
		9	Healthy v unhealthy relationships	Throughout
			Sexting	
	WORLD READY		Revenge porn	
			Consent	
		10	Sextortion	Throughout
			Coercion	
	WORLD READY	10	Sis of a healthy and unhealthy relationship	Throughout
			Violence against women: misogyny and incel culture	
		All	Think before you post (digital footprint)	Week 16
	WORLD READY	All	Online pressures	Week 17
		All	Student Led - Sharing whats not yours to share	Week 18
	Assembly	10,11	Media and Technology. Exploration and discussion of online risks, device/Internet usage including frequency and addiction, consequences of excessive internet usage, advantages and disadvantages of technology and the internet.	Autumn
	Assembly			
	Assembly			
	Health and social care		Understanding professional responsibilities. Students considering careers in health and social care should understand:	Autumn
			Data protection and confidentiality.	Autumn
			Secure handling of electronic records.	Autumn
			Professional conduct on social media.	Autumn
			Maintaining appropriate boundaries with service users online.	Autumn

How to identify online risks	**Subject Area**	**Year Group**	**Topic**	**When**
Help pupils assess a situation, think through the consequences of acting in different	WORLD READY	7	Data online	Spring
		8	Social media	Spring

ways and decide on the best course of action. • the ways in which someone may put themselves at risk online • risks posed by another person's online behaviour • when risk taking can be positive and negative • online reputation and the positive and negative aspects of an online digital footprint • sharing information online and how to make a judgement about when and how to share and who to share with • the risks of cybercrime, online fraud and identity theft	WORLD READY WORLD READY WORLD READY WORLD READY WORLD READY Assembly Assembly Assembly Assembly WORLD READY Computing Computing Computing	 9, 10 and 11 All All 9 All All All 7 8 9	Safety online – deep fakes and online scams Radicalisation and extremism Gambling **Online risks** - including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. **Sharing of material** - Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. What to do and where to get support to report material or manage issues online. **The impact** of viewing harmful content e.g. pornography **The law** on sharing and viewing indecent images of children (including those created by children) How information and data is generated, collected, shared and used online How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn. Think Before You Post (Digital Footprint) Media and technology. Exploration and discussion of online risks, device/Internet usage including frequency and addiction, consequences of excessive internet usage, advantages and disadvantages of technology and the internet. 7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking). 8.1 - E-Safety (Body image and social media, exploitation, county lines). 9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Summer Summer Summer Throughout academic year Throughout academic year Summer Week 16 Week 17 Week 16 Autumn Autumn Autumn Autumn

How and when to seek support	Subject Area	Year Group	Topic	When
Enable pupils to understand safe ways in which to seek support if they are concerned or upset by something they have seen online. • identify who trusted adults are • 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 • report cybercrime, fraud and suspicious online activity, through organisations	WORLD READY RSE / Assembly Computing Computing Computing	All 7 8 9	Range What to do and where to get support to report material or manage issues online. 7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking). 8.1 - E-Safety (Body image and social media, exploitation, county lines). 9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Throughout year Throughout academic year Autumn Autumn Autumn

such as Action Fraud and the Advertising Standards Authority • report inappropriate contact or content for various platforms and apps				

Online media literacy strategy	Subject Area	Year Group	Topic	When
The risks of sharing personal data and how to protect their privacy.	WORLD READY	7	Data online - cookies, digital footprint, hacking	Spring
How the online environment operates.		8	Social media	Spring
How online content is generated and to critically analyse the content they consume.	WORLD READY		Safety online – deep fakes and online scams Radicalisation and extremism	Summer Summer
That online actions can have offline consequences and use this understanding in their online interactions.		9, 10 and 11	**Online risks** - including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	Throughout academic year
How to participate positively in online engagement, while understanding the risks of engaging with others.	WORLD READY		How information and data is generated, collected, shared and used online. How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn.	
		All	Think Before You Post (Digital Footprint)	Week 16
	Assembly	All	Safe use of technology employed during the gathering of research whilst using the internet.	Throughout academic year
	Art / Arts and Crafts / Dance / Music English	9	Search for Truth - focussed on explorative journalism – students encouraged not to believe everything they read online or in print. Explores how the media can manipulate the viewpoints of society.	Spring
		All	When looking at sources, consider where they come from and how their context may impact their reliability.	Throughout academic year
	History	All	Using This knowledge to consider evidence in the real world including TikTok's, news articles on Facebook.	Throughout academic year
	History	All	Lessons on data and data handling teach how to be critical of presented data – for instance looking at how graphs and charts can be used to convey a chosen point of view.	Throughout academic year
	Maths	All	Students are encouraged to look critically at the source of any information they find online.	Throughout academic year
	Maths	7	7.2 - Office Skills (Searching the web / bias / reliability / validity and legislation).	Autumn
	Computing	7	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking).	Autumn
	Computing	8	8.1 - E-Safety (Body image and social media, exploitation, county lines).	Autumn
	Computing	9	9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Autumn
	Computing	10, 11	1.6 Ethical, legal, cultural & environmental impacts of digital technology	Spring/Summer
	Computer Science			

Teaching about harms and risks	Subject Area	Year Group	Topic	When
• Age restrictions • How content can be used and shared • Disinformation, misinformation, malinformation and hoaxes • Fake websites and scam emails	WORLD READY WORLD READY	7	Data online - cookies, digital footprint, hacking	Spring
		8	Social media Safety online – deep fakes and online scams	Spring Summer

• Fraud (online) • Password phishing • Personal data • Persuasive design • Privacy settings • Targeting of online content (including on social media and search engines)	WORLD READY	9, 10 and 11	**Online risks** - including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. **Sharing of material** - Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. What to do and where to get support to report material or manage issues online. **The impact** of viewing harmful content e.g. pornography **The law** on sharing and viewing indecent images of children (including those created by children) How information and data is generated, collected, shared and used online How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn.	Throughout academic year
		All	Think Before You Post (Digital Footprint)	Week 16
	Assembly English	9	Search for Truth - focussed on explorative journalism – students encouraged not to believe everything they read online or in print. Explores how the media can manipulate the viewpoints of society.	Spring
		7	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking).	Autumn
	Computing	10, 11	1.4 Network security	Spring
	Computer Science Computer Science	10, 11	1.6 Ethical, legal, cultural & environmental impacts of digital technology	Spring/Summer

How to navigate the internet and manage information	**Subject Area**	**Year Group**	**Topic**	**When**
Managing online information. • Self-image and identity • Online relationships • Online reputation • Online bullying • Managing online information • Health, well-being and lifestyle	WORLD READY	7	Bullying and cyberbullying	Spring
		8	Risky behaviour	Spring
	WORLD READY		Body image	Spring
		9/10/11	Safety online, laws, impact	Spring
	WORLD READY	All	Online Pressures / Healthy Online Relationships	Week 17
		All	Think Before You Post (Digital Footprint)	Week 16
	Assembly	All	Children's mental health week	Week 19
	Assembly	All	Safer Internet Day - screentime/ dopamine	Week 20
	Assembly	8	Fear Factor - explores stereotyping and prejudice perpetuated on the internet.	Spring
	Assembly			
	English	All	Discuss the benefits/challenges of using wearable technology. How does technology impact what we see as healthy?	Summer
	PE	7	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking).	Autumn
	Computing	8		Autumn

	Computing	9	8.1 - E-Safety (Body image and social media, exploitation, county lines).	Autumn
	Computing	10,11	9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail). When studying factors affecting health and wellbeing (Component 3), students can discuss: • The impact of excessive screen time. • Social media and mental health. • Online addiction and gaming. • Sleep disruption caused by technology. • Healthy digital habits.	Autumn
	Health and social care			
Copyright and ownership.	Drama/ Dance	10, 11	Copyright in performances and live productions.	Throughout academic year
	Music/Dance	All	Safe use of sharing music across the internet.	Throughout academic year
	Music	All	Copyright in composing and performance music.	Throughout academic year
	Dance	All	Copyright when choreography routines	Throughout academic year
	Computing / iMedia (ICT)	All	Be able to identify different legislation around assets and data. Understanding intellectual properties, copyright, trademarks, Creative Commons and data protection.	Throughout academic year
	Computing / iMedia (ICT)	All	Identify steps on how to avoid breaking any legislation surrounding assets and using the internet.	Spring
	Computer Science	10, 11	1.6 Ethical, legal, cultural & environmental impacts of digital technology	Spring/Summer
Privacy and security.	All NEA / coursework based subjects	10, 11	Exploring the Data Protection Act allows students to understand how to keep electronic data safe.	Autumn
	All NEA / coursework based subjects	10, 11	Safe and lawful use of information from other sources.	Throughout academic year
	Drama	10, 11	Safe use of sharing media across the internet.	Spring
	Computer Science	10, 11	1.4 Network security	Spring
	Computer Science	10, 11	1.6 Ethical, legal, cultural & environmental impacts of digital technology	Spring/Summer
Age Restrictions • 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 • why age restrictions exist, for example, they provide a warning that the site may contain disturbing material that is unsuitable for younger viewers • helping pupils understand how this content can be damaging to under-age consumers • 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	WORLD READY	8	Gambling	Summer
	WORLD READY	9, 10 and 11	**The law** on sharing and viewing indecent images of children (including those created by children). Laws on pornography and sexting.	Throughout academic year
		All	Student Led - Sharing whats not yours to share	Week 18
	Assembly	10, 11	Online Addiction: Pupils explore the impacts of over-exposure to online media formats and evaluate how various countries are dealing with the threat of online addiction.	Throughout academic year
	Media Studies	10, 11	Regulation: Pupils develop knowledge and understanding of how a variety of media industries are regulated and the dangers of online media, which is notoriously difficult to monitor.	Throughout academic year
	Media Studies			
		7	7.5 - Scratch	Summer
	Computing	8		Summer

	Computing iMedia (ICT) Computer Science	10, 11 10, 11	8.5 - GameMaker (Legality of assets gathering, certification). R093 – (Certification, BBFC) 1.6 Ethical, legal, cultural & environmental impacts of digital technology	Autumn Spring/Summer

How content can be used and shared	Subject Area	Year Group	Topic	When
What a digital footprint is, how it develops and how it can affect future prospects such as university and job applications.	WORLD READY WORLD READY Assembly Computing Computing Computing	7 8 All 7 8 9	Data online Social media Safer Internet Day - screentime/ dopamine 7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking). 8.1 - E-Safety (Body image and social media, exploitation, county lines). 9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Spring Spring Week 20 Autumn Autumn Autumn
How cookies work.	Computing WORLD READY	7 7	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking). Data online	Autumn Spring
How content can be shared, tagged and traced.	Computing WORLD READY WORLD READY	7 7 8	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking). Data online Social media	Autumn Spring Spring
How difficult it is to remove something a user wishes they had not shared.	Assembly	All 9	Safer Internet Day - screentime/ dopamine 9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Week 20 Autumn
The risk of identity theft or targeted approach from fraudsters using information shared online.	Assembly Computing WORLD READY WORLD READY	All 9 7 10	Safer Internet Day - screentime/ dopamine 9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail). Hacking Cyber crime	Week 20 Autumn Spring Summer
Ensuring pupils understand what is illegal online, for example: • youth-produced sexual imagery (sexting) • sharing illegal content such as extreme pornography or terrorist content	WORLD READY WORLD READY WORLD READY	9, 10 and 11 9, 10 and 11 7	**The law** on sharing and viewing indecent images of children (including those created by children) **The impact** of viewing harmful content e.g. pornography	Throughout academic year Throughout academic year Autumn

• the illegality of possession, creating or sharing any explicit images of a child even if created by a child	Computing Computing Computing	8 9	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking). 8.1 - E-Safety (Body image and social media, exploitation, county lines). 9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Autumn Autumn

Disinformation, misinformation, malinformation and hoaxes	**Subject Area**	**Year Group**	**Topic**	**When**
• disinformation and why individuals or groups choose to share false information in order to deliberately deceive • misinformation and being aware that false and misleading information can be shared inadvertently • malinformation and understanding that some genuine information can be published with the deliberate intent to harm, for example releasing private information or photographs (including revenge porn) • online hoaxes, which can be deliberately and inadvertently spread for a variety of reasons • explaining that the viral nature of this sort of content can often appear to be a stamp of authenticity and therefore why it is important to evaluate what is seen online • how to measure and check authenticity online • the potential consequences of sharing information that may not be true	English History History Maths Maths Computing WORLD READY WORLD READY	9 All All All All 7 8 9/10	Search for Truth - focussed on explorative journalism – students encouraged not to believe everything they read online or in print. Explores how the media can manipulate the viewpoints of society. When looking at sources, consider where they come from and how their context may impact their reliability. Using This knowledge to consider evidence in the real world including TikTok's, news articles on Facebook. Lessons on data and data handling teach how to be critical of presented data – for instance looking at how graphs and charts can be used to convey a chosen point of view. Students are encouraged to look critically at the source of any information they find online. 7.2 - Office Skills (Searching the web / bias / reliability / validity and legislation). Social media Revenge porn	Spring Throughout academic year Throughout academic year Throughout academic year Throughout academic year Autumn Spring Throughout

Fake websites and scam emails	**Subject Area**	**Year Group**	**Topic**	**When**
• how to look out for fake URLs and websites • ensuring pupils understand what secure markings on websites are and how to assess the sources of emails • explaining the risks of entering information to a website which isn't secure • what to do if harmed, targeted or groomed as a result of interacting with a fake website or scam email • who to go to and the range of support that is available • explaining the risk of 'too good to be true' online offers, advertising and fake product sales designed to persuade people to part with money for products and services that do not exist	Media Studies Media Studies Media Studies Computing WORLD READY	10, 11 10, 11 10, 11 7 8	Online spending: Pupils are exposed to the dangers of online currency in GaaS products and other media formats. Online Addiction: Pupils explore the impacts of over-exposure to online media formats and evaluate how various countries are dealing with the threat of online addiction. Regulation: Pupils develop knowledge and understanding of how a variety of media industries are regulated and the dangers of online media, which is notoriously difficult to monitor. 7.2 - Office Skills (Searching the web / bias / reliability / validity and legislation). Scamming	Throughout academic year Throughout academic year Throughout academic year Autumn Spring

Password phishing	**Subject Area**	**Year Group**	**Topic**	**When**

• why passwords are important, how to keep them safe and that others may try to trick you to reveal them	Computing	7	7.2 - Office Skills (Searching the web / bias / reliability / validity and legislation).	Autumn
• explaining how to recognise phishing scams, for example, those that try to get login credentials and passwords	Computer Science	10, 11	1.4 Network security	Spring
• the importance of online security to protect against viruses (such as keylogging) that are designed to access, steal or copy passwords	Computer Science	10, 11	1.6 Ethical, legal, cultural & environmental impacts of digital technology	Spring/Summer
• what to do when a password is compromised or thought to be compromised	WORLD READY	7	Online data	Spring

Personal data	**Subject Area**	**Year Group**	**Topic**	**When**
• how cookies work • 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	Computing	8	8.1 - E-Safety (Body image and social media, exploitation, county lines).	Autumn
	Computer Science	10, 11	1.4 Network security	Spring
• how, and why, personal data is shared by online companies, for example, data being resold for targeted marketing by email and text (spam)	Computer Science	10, 11	1.6 Ethical, legal, cultural & environmental impacts of digital technology	Spring/Summer
• how pupils can protect themselves, including what to do if something goes wrong (for example data being hacked) and that acting quickly is essential	WORLD READY	7	Online data	Spring
• the rights children have with regard to their data, including particular protections for children under the General Data Protection Regulations (GDPR) • 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				

Persuasive design	**Subject Area**	**Year Group**	**Topic**	**When**
• 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 • how designers use notifications to pull users back online	English	All	The dangers of social media explored through writing to argue / persuade.	Throughout academic year
	History	All	When looking at sources, consider where they come from and how their context may impact their reliability.	Throughout academic year
	History	All	Using This knowledge to consider evidence in the real world including TikTok's, news articles on Facebook.	Throughout academic year
	Media Studies	10, 11	Online spending: Pupils are exposed to the dangers of online currency in GaaS products and other media formats.	Throughout academic year
	Media Studies	10, 11	Online Addiction: Pupils explore the impacts of over-exposure to online media formats and evaluate how various countries are dealing with the threat of online addiction.	Throughout academic year
	Media Studies	10, 11	Regulation: Pupils develop knowledge and understanding of how a variety of media industries are regulated and the dangers of online media, which is notoriously difficult to monitor.	Throughout academic year

	WORLD READY	8	Gambling	Summer

Privacy settings	Subject Area	Year Group	Topic	When
• how to find information about privacy setting on various sites, apps, devices and platforms	Computing	7	7.2 - Office Skills (Searching the web / bias / reliability / validity and legislation).	Autumn
• explaining that privacy settings have limitations, for example, they will not prevent someone posting something inappropriate	Computing	9	9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Autumn
	Music	8	Sharing music online. (Not using real names on music sharing account, not sharing email address and numbers)	Autumn

Targeting of online content (including on social media and search engines)	Subject Area	Year Group	Topic	When
• 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	Computing	7	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking).	Autumn
	Computing	8	8.1 - E-Safety (Body image and social media, exploitation, county lines).	Autumn
• 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	Computing	7	7.2 - Office Skills (Searching the web / bias / reliability / validity and legislation).	Autumn
• the concept of clickbait and how companies can use it to draw people onto their sites and services				

How to stay safe online	Subject Area	Year Group	Topic	When
• Abuse (online) • Online radicalisation • Challenges • Content which incites • Fake profiles • Grooming • Live streaming • Pornography • Unsafe communication	Assembly	All	New year, fresh start	Week 15
	Assembly	All	Think before you post (digital footprint)	Week 16
	Assembly	All	Online pressures	Week 17
	Assembly	All	Student Led - Sharing whats not yours to share	Week 18
	Assembly	All	Children's mental health week	Week 19
	Assembly	All	Safer Internet Day - screentime/ dopamine	Week 20
	WORLD READY	9, 10 and 11	**The law** on sharing and viewing indecent images of children (including those created by children)	Throughout academic year
	WORLD READY	9, 10 and 11	**The impact** of viewing harmful content e.g. pornography	Throughout academic year
		7	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking).	Autumn

	Computing	8	8.1 - E-Safety (Body image and social media, exploitation, county lines).	Autumn
	Computing	9	9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Autumn
	Computing	8	Radicalisation and extremism	Summer
	WORLD READY	10	Online grooming Radicalisation	Throughout
	WORLD READY			

Wellbeing	Subject Area	Year Group	Topic	When
• Impact on confidence (including body confidence) • Impact on quality of life, physical and mental health and relationships • Online versus offline behaviours • Reputational damage • Suicide, self-harm and eating disorders	Assembly	All	Online Pressures	Week 17
	Assembly	All	Think Before You Post (Digital Footprint)	Week 16
	Assembly	All	Student Led - Sharing whats not yours to share	Week 18
	Computing	7	7.1 - E-Safety (Digital footprint, nudes, exploitation, social networking).	Autumn
	Computing	8	8.1 - E-Safety (Body image and social media, exploitation, county lines).	Autumn
	Computing	9	9.1 - E-Safety (Healthy and unhealthy relationships, nudes, online blackmail).	Autumn
	Health and social care	10,11	Safeguarding vulnerable individuals	Autumn
			Students can learn that safeguarding extends beyond physical environments to digital spaces. Lessons can include: • Recognising online grooming and exploitation. • Identifying cyberbullying. • Understanding how to report online abuse. • Protecting children, older adults, and vulnerable people from online harm.	Autumn Autumn
	WORLD READY	8	Body image	Spring
	WORLD READY	9	Mental wellbeing	Spring

Vulnerable pupils	Subject Area	Year Group	Topic	When
• Avoid reacting to media panic headlines • Screens: time online or context, creativity and content? • Don’t ban social media • Support the child's desire for autonomy • Don’t replace carer interaction with digital devices • Understand how motivation outweighs rules	WORLD READY	8	Screentime and sleep Social media	Spring Spring
		9	Big question: social media	Spring
	WORLD READY	All	Safer Internet Day - screentime/ dopamine	Week 20
	Assembly	All	Online Pressures	Week 17
	Assembly	All	Think before you post (digital footprint)	Week 16
	Assembly	All	Responsible Citizens	Week 30
	Assembly	All	World Mental Health Day	Week 6
	Assembly Citizenship	10 & 11	Rights, responsibilities and autonomous decision making online	Throughout

	Media Health & Social Care Computing / Computer Science	10 & 11 10 & 11 All	Moral panics, persuasive design and algorithmic influence Relationships, communication and wellbeing in the digital age Positive and responsible uses of technology; algorithms and online motivation.	Throughout Throughout Throughout

Engaging staff, pupils, parents and carers	
•	

Reviewing and maintaining the online safety principles	
•	

Possible additions from AI:

Art

Copyright and Ownership

- Copyright of artists' work.
- Use of reference images found online.
- Attribution of digital sources.
- Ethical use of AI-generated imagery.

Online Media Literacy

- Image manipulation.
- Authenticity of online images.
- Deepfakes and edited photographs.

French

Online Behaviour

- Respectful communication online across cultures.
- Digital citizenship in French-speaking countries.

Online Media Literacy

- Evaluating online information in another language.
- Identifying bias and reliability of foreign-language websites.

Design Technology / Engineering Design

Privacy and Security

- Secure storage of digital plans and CAD files.
- Protection of intellectual property.

Copyright and Ownership

- Design rights.
- Patents.
- Ethical use of shared designs.

Hospitality & Catering

Teaching About Harms and Risks

- Influence of social media food trends.
- Dangerous online food challenges.
- Misinformation regarding nutrition.

Online Media Literacy

- Evaluating food and nutrition claims online.
- Distinguishing evidence-based advice from influencer content.

Geography

Evaluating Information Online

- Reliability of population, climate and economic data.
- Bias in environmental campaigns and online sources.
- Verifying online maps and GIS resources.

Online Risks

- Location sharing and geotagging.
- Privacy implications of digital mapping.

PE

Wellbeing

- Social media and body image.
- Fitness influencers.
- Unrealistic physical expectations.

Online Media Literacy

- Evaluating health, exercise and nutrition advice online.
- Identifying misinformation in fitness content.

RE

Online Behaviour

- Respectful online debate.
- Tolerance of differing beliefs.

Freedom of Speech

- Rights and responsibilities online.
- Hate speech and discrimination.

Online Risks

- Extremism and radicalisation.
- Challenging harmful online narratives.

Science

Misinformation, Disinformation and Hoaxes

- Evaluating scientific claims on social media.
- Identifying misinformation related to health and medicine.
- Assessing reliability of scientific evidence.

Online Media Literacy

- Peer review and trustworthy scientific sources.
- Understanding how data can be presented misleadingly.

Teaching About Harms and Risks

- Health misinformation.
- Fake medical advice.

- Misrepresentation of scientific research.

Citizenship

Online Behaviour

- Responsible digital citizenship.
- Online activism and campaigning.

Freedom of Speech

- The Online Safety Act.
- Balancing rights and responsibilities online.

Misinformation

- Political misinformation.
- Election-related social media content.
- Influence of algorithms on public opinion.

English

Evaluating What They See Online

- Recognising bias.
- Identifying unreliable sources.
- Fact-checking skills.

Persuasion

- Influencer language.
- Clickbait headlines.
- Emotional manipulation techniques.

AI

- Evaluating AI-generated writing.
- Academic integrity.

History

Misinformation

- Historical propaganda versus modern social media.
- Manipulated images and historical revisionism.

Media Literacy

- Reliability of online historical content.
- Verification of digital sources.

Persuasion

- Influence campaigns throughout history.
- Modern parallels with social media.

Maths

Misinformation

- Misleading graphs.
- Statistics used to manipulate opinion.

Media Literacy

- Understanding percentages in media reporting.
- Interpreting data presented online.

Persuasive Design

- How statistics are used in advertising.

Media Studies

Online Media Literacy

- Echo chambers.
- Filter bubbles.
- Algorithmic content delivery.

Persuasion

- Influencer marketing.
- Native advertising.
- Parasocial relationships.

AI

- Deepfakes.
- AI-generated influencers.
- Synthetic news content.

Wellbeing

- Unrealistic lifestyles online.
- Impact of influencer culture.

Health & Social Care

Privacy and Security

- GDPR in healthcare.
- Confidentiality of digital records.

Online Risks

- Health scams.
- Vulnerable adults targeted online.

Wellbeing

- Mental health and social media.
- Online support services.

Professional Conduct

- Social media expectations in caring professions.

Music

Copyright and Ownership

- Copyright law.
- Illegal downloading.
- Music sharing platforms.

Online Behaviour

- Safe participation in online music communities.

Digital Reputation

- Managing public profiles as performers.

Dance and Drama

Online Behaviour

- Cyberbullying scenarios.
- Public online feedback and criticism.

Copyright

- Ownership of performances.

- Recording and sharing performances online.

Wellbeing

- Social media and performance-related pressure.
- Body image in performing arts.

Art

Copyright

- Artist attribution.
- Digital artwork ownership.

AI

- Ethical issues around AI-generated art.
- Copyright implications of AI imagery.

Media Literacy

- Manipulated imagery.
- Photo editing and authenticity.

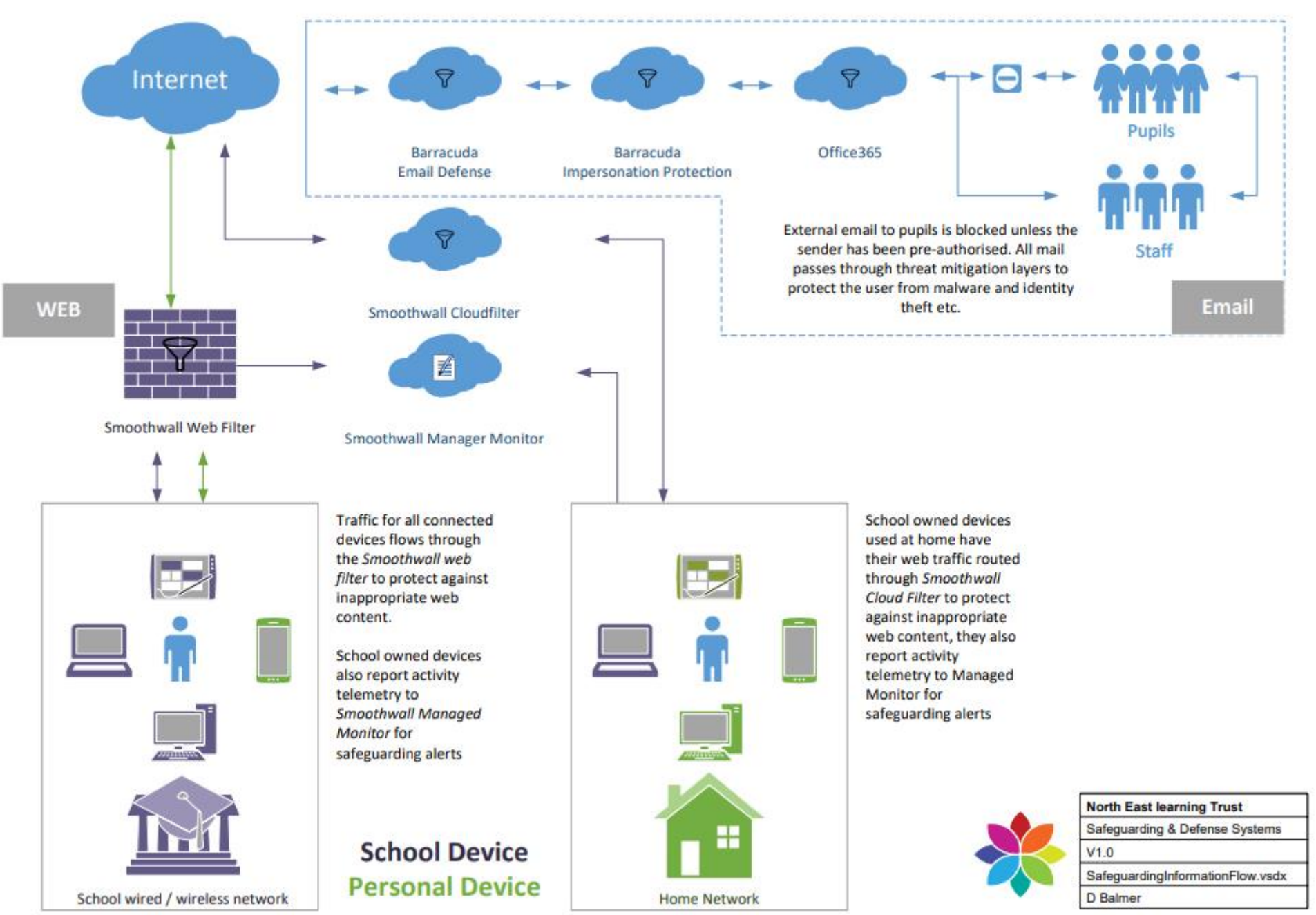
NELT and Protection of Students whilst online

Our systems protect our students by:

a. Smoothwall filters – which prevents access to sites that are not suitable including anything else that might try to access our systems. It tailored to different key stages
b. Email filters –see below….and a default 'no mail to pupils' policy, either between pupils or from anyone external to the trust
c. Managed Monitor product which will detect safeguarding risks and behaviours when students/staff are online on school systems. DSL's get the alerts at any time of the day and in the most serious of cases the company ring the school and keeps escalating and ringing till they have confirmation we are aware of an issue.

Email filters:


Inbound Email Security
+ Advanced Threat Protection
+ Spam Protection
+ Virus Protection
+ Denial of Service (DoS) Attack Protection
+ Email Spooling
+ Spam and Virus Pre-Filtering


Internet
Barracuda Email Defense
Barracuda Impersonation Protection
Office365
Pupils
Staff
External email to pupils is blocked unless the sender has been pre-authorised. All mail passes through threat mitigation layers to protect the user from malware and identity theft etc.
Email
WEB
Smoothwall Cloudfilter
Smoothwall Web Filter
Smoothwall Manager Monitor
Traffic for all connected devices flows through the Smoothwall web filter to protect against inappropriate web content.
School owned devices also report activity telemetry to Smoothwall Managed Monitor for safeguarding alerts
School owned devices used at home have their web traffic routed through Smoothwall Cloud Filter to protect against inappropriate web content, they also report activity telemetry to Managed Monitor for safeguarding alerts
School wired / wireless network
School Device
Personal Device
Home Network
North East learning Trust
Safeguarding & Defense Systems
V1.0
SafeguardingInformationFlow.vsdx
D Balmer