

**Hampton Vale
Primary Academy**

Online Safety

Update 22-23

Online Safety

At Hampton Vale Primary Academy we understand the responsibility to educate our pupils on online issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the Internet and related technologies, in and beyond the context of the classroom.

We are acutely aware that we have a responsibility to ensure our HVPA children are aware of the risks associated with the use of technologies, and can adopt safer behaviours, which is vital in safeguarding them against online bullying and grooming.

Our PSHE & Safeguarding curriculum, as well as our Digital Technology curriculum is a robust and meticulously planned curriculum of learning which teaches our children how to keep themselves and others safe, including online.

PSHE & Safeguarding Curriculum

There are planned lessons which are age appropriate and progress from REC to Y6 designed to target online safety matters and develop a secure understanding and skills of how to keep safe.

See highlighted in yellow.

At every opportunity, staff interweave learning around online safety into a range of safeguarding topics.

Health & Wellbeing Strand

Healthy Lifestyles	Physical & Mental Health	Drugs, Alcohol & Smoking
	Healthy Living: Eating, Sleeping, Dental Hygiene, Hygiene: cleanliness and germs	Forming Positive Habits for Life
	Positive Self Image & Identity	
Growing & Changing	Achievements, Aspirations, Strengths, Goals & Target-Setting	Naming Anatomy
	Change: Loss, Separation, Transitions, Divorce, Bereavement	Physical Growth: Young to Old, Puberty, Physical and Emotional Changes
	Human Reproduction: Sexual Intercourse, Babies, Contraception, Pregnancy	
Keeping Safe	Medicines, household products, safety, risk	Asking For Help
	Safety: Road, Water, Rail, Fire, Online, Rules	Privacy, Respecting Privacy
	People We Trust	Peer Pressure
	Physical & Emotional Abuse	Mobile Phones & Social Media

Health & Wellbeing Strand

Healthy Lifestyles: P.S.H.E. lessons	R	Y1	Y2	Y3	Y4	Y5	Y6
	Washing hands & germs	Dental hygiene	Forming healthy habits for life: healthy eating & exercise	Food labelling & healthy swaps	How smoking affects the body	Relationships with food	Mental health: facing times of adversity & where support can be found
	Positive self image: My likes & dislikes	Importance of sleep & bedtime routines		Positive self image: respect for myself & others	Effects of legal & illegal drugs on the body		Mental health: coping with stress & emotional resilience
Effects of alcohol on the body							
Healthy Lifestyles: P4T Coverage	-Staying safe in the sun -Personal hygiene	-Staying safe in the sun -Personal hygiene	-Staying safe in the sun -Linking overall health with physical & mental health -Personal hygiene	Staying safe in the sun -Linking overall health with physical & mental health -Personal hygiene	-Staying safe in the sun -Maintaining good mental health -Forming positive habits for life: healthy living -Personal hygiene	-Staying safe in the sun -Maintaining good mental health -Forming positive habits for life: healthy living -Personal hygiene	-Staying safe in the sun -Maintaining good mental health -Preparing for SATs -Forming positive habits for life: healthy living -Positive self-image -Personal hygiene

Health & Wellbeing Strand

Growing & Changing P.S.H.E. Coverage	R	Y1	Y2	Y3	Y4	Y5	Y6
	How I have changed since I was born: physical & emotional changes	Setting meaningful goals & identifying successes, as well as goals	Making positive contributions to my class and school	Feeling confident in accepting & embracing life changes	Loss and bereavement	Importance of self-esteem	Control over own body: consent, permissions & respect
	Facing fears: identifying worries and strategies to overcome them		Hopes and fears for the future		Changes to my body on the inside and outside, including differences between boys and girls	Human reproduction: puberty, conception, babies & pregnancy	Emotional changes during puberty
Growing & Changing P4T Coverage	-Managing transitions	-Managing transitions	-Managing transitions	-Managing transitions	-Managing transitions	-Managing transitions	-Managing transitions -Celebrating achievements

Health & Wellbeing Strand

Keeping Safe	R	Y1	Y2	Y3	Y4	Y5	Y6
P.S.H.E. Coverage	People we trust: who is a trusted adult and who is a stranger?	Medicines & household products	Stranger danger	Mobile phones	Stranger danger: meeting new people online & offline	Anti-social behaviour	Peer pressure: using mobile phones safely
	Asking for help - who and when should I ask for help?	Fire safety	Rail safety	Sharing personal information online	Positive and negative impact of social media	Gang culture, including county lines	Peer pressure: underage drinking, smoking and illegal substances
	Road safety	Water safety at the seaside & swimming pool	Water safety in Hampton				Exploitation: grooming & revisit gang culture
Keeping Safe P4T Coverage	-Road Safety Week -Online Safety Week -Staying safe in school -Seeking permission	-Road Safety Week -Online Safety Week -Staying safe in school -Seeking permission	-Road Safety Week -Online Safety Week -Staying safe in school (medicines & household products) -People we trust -What to do in an emergency -Asking for help	-Road Safety Week -Online Safety Week -Staying safe in school -Safety in the home (medicines & household products) -People we trust -What to do in an emergency -Asking for help	-Road Safety Week -Online Safety Week -Staying safe in school -Water, rail & fire safety -Making good choices: safety v risk	-Road Safety Week -Online Safety Week -Staying safe in school -Water, rail & fire safety -Making good choices: safety v risk	-Road Safety Week -Online Safety Week -Staying safe in school -Water, rail & fire safety -Making good choices: safety v risk

Relationships Strand

Feelings & Emotions	Communication	Behaviour
	Recognising and Managing My Own Feelings and Emotions	Building Resilience
Healthy Relationships	Family, Friendships, Couples, Other Significant People	Resolving Conflict
	Physical Contact, Privacy & Boundaries	Positive Relationships
	Actions, Behaviour & Consequences	Collaborative Working
Valuing Differences	Similarities & Differences	Respecting Views and Opinions of Others
	Bullying	Equality and Diversity
	Stereotypes	Recognising Discrimination

Relationships Strand

Feelings & Emotions: P.S.H.E. lessons	R	Y1	Y2	Y3	Y4	Y5	Y6
	Recognising my own feelings & emotions	Coping with negative emotions		Recognising the effect of our words on others: positive & negative	Overcoming disappointment & how to create new goals	Motivation & self-regulation	Power and control
	In school behaviour			Effective communication	Jealousy		
Feelings & emotions: P4T Coverage	-Being honest		-Empathy towards others -Resolving conflict, power of forgiveness -Recognising & managing how own feelings impact on others' -Building resilience: overcoming challenges & persevering -Trustworthiness	-Empathy towards others -Resolving conflict: power of forgiveness -Recognising & managing how own feelings impact on others' -Building resilience: overcoming challenges & persevering -Trustworthiness	-Building resilience: overcoming challenges & persevering -Sharing & talking about feelings -Impact of dishonesty	-Building resilience: overcoming challenges & persevering -Sharing & talking about feelings -Impact of dishonesty	-Building resilience: overcoming challenges & persevering -Handling how to receive feedback, as well as compliments -Plagiarism

Relationships Strand

Healthy Relationships: P.S.H.E. lessons	R	Y1	Y2	Y3	Y4	Y5	Y6
	Friendships: making friends & being a good friend to others	Friendships: qualities of someone who is a good friend to me & how to overcome issues	Keeping secrets, including the difference between secrets and surprises	Family roles & responsibilities (including stereotypes)	Families: separation and divorce	Families: different parenting arrangements (LGBT, single parent, young carers, lead by grandparents, adoptive /foster)	Coping with love & loss - friendships & other relationships
	Appropriate physical contact: naming male and female body parts & NSPCC PANTS rule	Appropriate physical contact: respecting boundaries, naming male and female body parts & NSPCC PANTS rule	Appropriate physical contact: respecting boundaries, naming male and female body parts & NSPCC PANTS rule	Emotional impact of unhealthy friendships & family relationships	Group dynamics, including peer pressure	Identifying abusive behaviour (physical & emotional)	Forced marriage & honour based violence
					Committed & loving relationships: boyfriends / girlfriends, LGBT, marriage and civil partnerships		
P4T Coverage			-How to work collaboratively with others -Peer pressure	-How to work collaboratively with others -Peer pressure	-Showing appreciation to people you care about -Privacy -People we trust	-Showing appreciation to people you care about -Privacy -People we trust	

Relationships Strand

Valuing Differences	R	Y1	Y2	Y3	Y4	Y5	Y6
P.S.H.E. Coverage	Similarities & differences: what makes us the same? What makes us different?	Understanding bullying	Standing up for myself & others (including witnessing bullying & what to do)	Understanding that other children have different lives and experiences to my own	Positive self-image: judging by appearances & making assumptions	Cultural differences: promoting tolerance	Positive self image: perceptions of normality. Social media vs. real life
	Addressing gender stereotypes	We are all different, but we are all people	Social diversity Positive self image: being proud of who I am	Viewing opinions from others' point of view: challenging my own ideas		Understanding disability	Promoting tolerance: tackling racism
Valuing Differences	-Anti-Bullying Awareness Week	-Anti-Bullying Awareness Week	-Anti-Bullying Awareness Week	-Anti-Bullying Awareness Week	-Anti-Bullying Awareness Week -Equality & discrimination: homophobia, racism, disability, gender	-Anti-Bullying Awareness Week -Equality & discrimination: homophobia, racism, disability, gender	-Anti-Bullying Awareness Week
P4T Coverage							

Citizenship & British Values

Leadership & Responsibility	Rules, Rights & Responsibilities	Taking Ownership of Own Behaviour, Choices and Decisions
	Inspiring Leaders	Emergencies
	Human & Children's Rights	Aspirational Future
Sustainability	Local Environment	Conserving Wildlife
	Building a Better Future	Managing Natural Resources
Managing Money	Income, Spending, Saving, Budgeting, Tax	Enterprise: Entrepreneurs & Economics
	Borrowing, Loans and Debt	
Community	Contributing Positively to My Community	Building Relationships with Local Community

Citizenship & British Values

Leadership & Responsibility:	R	Yr 1	Y2	Y3	Y4	Y5	Y6
P.S.H.E. lessons	Emergencies: what to do if I'm lost (school situations)	Emergencies: knowing the main services & when to contact (including hoax calls)	My aspirations for the future	Taking responsibility: being motivated to make the right choices	Being assertive & finding my own voice	The rule of law	Basic first-aid training
	Emergencies: what to do if I'm lost (out of school situations)					Growing responsibilities	
Leadership & Responsibility: P4T Coverage	-Rules of school & classroom -Inspiring leaders	-Rules of school & classroom -Inspiring leaders	-Rules of school & classroom -Inspiring leaders -Human & children's rights	-Rules of school & classroom -Inspiring leaders -Human & children's rights	-Rules of school & classroom -Inspiring leaders -Human & children's rights -Being responsible for how my behaviour affects others	-Rules of school & classroom -Inspiring leaders -Human & children's rights -Being responsible for how my behaviour affects others	-Rules of school & classroom -Inspiring leaders -Human & children's rights -Role of charity within society -Crime & justice

Digital Technology Curriculum

There are planned lessons which are age appropriate and progress from REC to Y6 designed to target online safety matters and develop a secure understanding and skills of how to keep safe.

See highlighted in yellow.

At every opportunity, staff interweave learning around online safety into a range of topics.

Strands & Concept

Digital Literacy	Multimedia	Computing
Keyboard Skills and good techniques	Photos and Editing	Coding
Computing language and terminology (features of a computer)	Animation	
Computer programmes Word processing, presentation software, spreadsheet software.	Audio recording and editing	
E-Safety		

Digital Literacy

Key concepts	Mouse Skill	Keyboard Skill
	Using software correctly	Vocabulary
Processing Software	Word	Excel
	Powerpoint	Paint
Safety	Passwords	Using the internet
	Using technology responsibly	

	Digital Literacy				
	Digital Responsibility and Safety	Digital Communication	Digital Skills	Critical Thinking and Evaluation	Digital Creativity
R	How to correctly turn off and on a device.	To understand how to make a sound/audio recording	To understand how to use a computer keyboard and mouse	To create a basic algorithm for a human to follow	Underlying appropriate apps to use for digital creation
1	To understand how to use a computer correctly	To be able to access and use word processing software	To be able to take and edit photos.	To create basic code for a computer using correct language	To create a digital presentation
2	Understand the responsibilities of using a computer	To be able to create a presentation using correct software	Understanding how to edit and enhance digital creations	To be able to debug basic code	To create a short animation using appropriate software
3	To understand how to use the internet	To be able to use G suite effectively	To understand simple web page designed	To create code using multiple steps	To be able to use film and editing software
4	Using search engines	To use software for data entry	To be able to make graphs and charts using software	To create a simple playable game using code	To be able to sequence and loop animation
5	Staying safe online - Social media	To send and receive emails		To be able to write basic HTML code	To understand how to use audio software to edit a soundtrack.
6					HTML web page creation

4 areas of online risk

Content: being exposed to illegal, inappropriate or harmful content.
Pornography, fake news, racism, misogyny, suicide, radicalisation.

Contact: being subjected to harmful online interaction with other users.
Peer to peer pressure, commercial advertising, adults posing as children with intent to groom or exploit.

Conduct: online behaviour that increases the likelihood of, or causes, harm.
Making, sending and receiving explicit images and online bullying.

Commerce: risks such as online gambling, inappropriate advertising, phishing and financial scams.

Abuse and Neglect (online element):

- Technology is a significant component in many safeguarding and wellbeing issues.
- Children are at risk of abuse and other risks online, as well as face to face.
- Abuse and other risks can take place concurrently both online and offline.
- Children can also abuse other children online.
- Harm can include will treatment that is not physical as well as the impact of witnessing ill treatment of others.

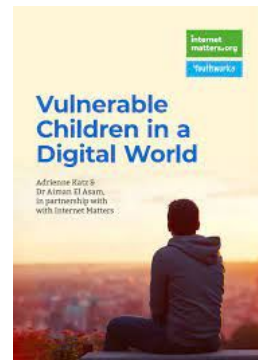
Child on child abuse can include (online element):

- **Bullying** - including cyberbullying
- **Physical abuse** - this may include an online element with facilitates, threatens and/or encourages physical abuse
- **Sexual violence** - this may include an online element with facilitates, threatens and/or encourages sexual violence
- **Sexual harrassment** - online sexual harrassment
- **Sexting** - consensual and non-consensual sharing of nude/semi-nude images/videos
- **Upskirting**
- **Initiation/hazing type violence and rituals** - may also include an online element

CSE & CCE (online element):

- Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a children into taking part in sexual or criminal activity, in exchange or something the victim needs or wants/threats of violence.

Vulnerable children in a Digital World



Looked after children

- 3 x more likely to try and get around blocks or filters
- 7x more likely to have had their personal details hacked or stolen
- More likely to overshare, posting about what they were doing and uploading photos
- Seek new relationships online that provide the interaction and response they are seeking

SEND

- Experience issues with contact - the target of bullying and exploitation
- Trust adults to tell the truth and help them

Reporting & Managing Concerns

- *Be hyper vigilant in identifying any concerning online behaviours/use.*
- *Address online safety in all areas of the curriculum and class discussions.*
- *Respond quickly and effectively to any emerging concerns.*

Log any concerns of online safeguarding concerns/misuse of technology on CPOMS.

- Contact DSL/Deputy DSL with any concerns or support needed to address individual needs
-

Your safeguarding team...



Miss Clarke. Mrs Wright. Mrs Herring Mrs Bull. Mr Collins. Miss Thomas

Online Safety Lead - Leah Onyett



Department
for Education

Teaching online safety in school

Guidance supporting schools to teach
their pupils how to stay safe online,
within new and existing school subjects

June 2019

[Start here >](#)

Education for a Connected World – 2020 edition

A framework to equip children
and young people for digital life



UK Council for
Internet Safety

Parental information

Hampton Vale Primary Academy

16th September 2022

HVPA Safeguarding



Online Safety: Parental Controls

These controls are designed to help you manage your child's online activities. Parental controls can set online time restrictions for your child and create content filters to manage the content they see. Parental controls can be used across your broadband, Wi-Fi, apps, games consoles and personal devices including mobile phones and tablets. There are various types, some of which are free but others which can be bought.

You can find instructions on how to set controls on the manufacturer's website or to find specific guidance for your device, network or platform use this [online tool](#) from Internet Matters.

Control settings will apply whether the device is being used in your home or outside. It's also easy for controls to be switched off, so make sure your child understands why the settings are in place.

You can put parental controls on the following:

- Games consoles controls
- Broadband and network controls to prevent inappropriate material
- Online controls - Google and other search engines
- Social media and other websites - Youtube have privacy and security settings
- Paid controls - you can buy filter programmes

5 actions for setting parental controls:

1. Set up home broadband parental controls
2. Set controls on your search engine and encourage your child to use child friendly search engines and activate and lock the safe search setting on the platforms/browsers they use
3. Set privacy settings on apps and devices: activate the safety measures offered by different sites
4. Block pop-ups to reduce accidentally clicking on inappropriate material
5. Have open conversations with your child about online safety and reassure them they can talk to you or a trusted adult whenever they need to

For more information, check out:

<https://www.thinkuknow.co.uk/parents/articles/Parental-controls/>

Hampton Vale
Primary Academy



Parents / Carers play a crucial role in ensuring that their children understand the need to use the internet/mobile devices in an appropriate way.

Research shows that many parents and carers do not fully understand the issues around online safety and are less experienced in the use of ICT than their children.

At HVPA we take every opportunity to help parents understand these issues through parents' evenings, newsletters, letters, websites and information about national / local online safety campaigns / literature

Whole school events



Theme this year: **'All fun and games? Exploring respect and relationships online'.**

<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2022>



NSPCC



UK Council for
Internet Safety



IWF
Internet
Watch
Foundation

