







Safeguarding Themes and Online Safety Taught Through Computing









The unit overviews for each unit show the links between the content of the lessons and the national curriculum and Education for a Connected World framework (ncce.io/efacw). These references have been provided to show where aspects relating to online safety, or digital citizenship, are covered within the Teach Computing curriculum. Not all of the objectives in the Education for a Connected World framework are covered in the Teach Computing curriculum as some are better suited to personal, social, health, and economic (PSHE) education; spiritual, moral, social, and cultural (SMSC) development; and citizenship. However, the coverage required for the computing national curriculum is provided. Project Evolve will replace some units and therefore expand our online safety provision.



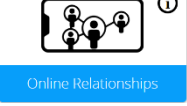


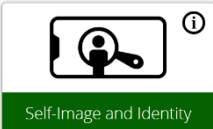


Teach computing unit





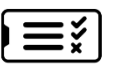



[Education for a connected world/online safety](#)









TBPS rules sessions





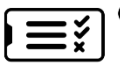


Year group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EY	TBPS rules sessions & events	Introduce SMARTIE the penguin	Refer to SMARTIE the penguin at the beginning of every lesson	Refer to SMARTIE the penguin at the beginning of every lesson Safer internet day	Refer to SMARTIE the penguin at the beginning of every lesson	Refer to SMARTIE the penguin at the beginning of every lesson	Refer to SMARTIE the penguin at the beginning of every lesson Introduce digital leaders to year 1
	Computing	<p>EYFS – The foundations of becoming a computer user</p> <p>In the Early Years, teaching computing involves the introduction of resources that promote the development of listening skills, curiosity, creativity and problem-solving abilities, as well as supporting other areas of learning. This approach ensures that children transition to Year One with a solid foundation of knowledge. Despite technology not being represented through an area of learning, we ensure our children experience computing and essential e-safety skills as it is deeply integrated into the wider lives of young children. The exploration of computing can be seen in many learning opportunities in the Early Years, but it is likely to see:</p> <ul style="list-style-type: none"> - Children planning routes for a friend or robot - Children making resources work by using buttons or switches - Exploration of digital devices to take photos, videos or play music - Exploration of resources to develop digital literacy, such as interactive whiteboards and tablets - Playing and listening to digital stories or extracts - The use of a search engine to help find information - Discussions about ways to stay safe when using a device & explanations demonstrating knowledge of telling a trusted adult if something on a digital device upsets them <p>These foundations will support our children when they start to learn the National Curriculum for Computing in KS1.</p>					
	Project Evolve	 Online Reputation	 Self-Image and Identity	 Health, Well-being and Lifestyle	 Online Relationships	 Copyright and Ownership	 Managing Online Information
		2 lessons		6 lessons		6 lessons	


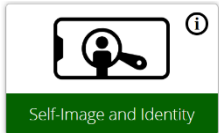


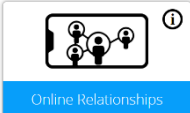

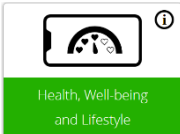

Year group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	TBPS rules sessions & events	Introduce SMARTIE the penguin	Refer to SMARTIE the penguin at the beginning of every lesson	Refer to SMARTIE the penguin at the beginning of every lesson Safer internet day	Refer to SMARTIE the penguin at the beginning of every lesson	Refer to SMARTIE the penguin at the beginning of every lesson	Refer to SMARTIE the penguin at the beginning of every lesson Introduce digital leaders to year 1
	Teach computing	Computing systems and networks – technology around us.	Creating media – digital painting.		Programming A – moving a robot.	Programming B - Animations	Creating media – digital writing and Dance mat typing
	Education for a connected world (EFACW) Taught through teach computing lessons	<p>Managing Online Information I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> <p>Self-image and Identity If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p> <p>Health, well-being and lifestyle I can explain rules to keep myself safe when using technology both in and beyond the home.</p> <p>Copyright and ownership I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).</p>					<p>Managing online safety</p> <p>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</p>
Project evolve	 ⁱ Self Image and Identity 4 lessons  ⁱ Online Reputation	 ⁱ Online Bullying 8 lessons  ⁱ Online Relationships	 ⁱ Privacy and Security  ⁱ Health, Well-being and Lifestyle	 ⁱ Managing Online Information 7 lessons  ⁱ Copyright and Ownership			

Year group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	TBPS rules sessions & events	Introduce SMART rules Digital leaders introduced	SMART rules at the beginning of each lesson Digital leader design a SMART rules poster competition	SMART rules at the beginning of each lesson Digital leaders go through SMART rules with their class every lesson			
	Teach computing unit	Computing systems and networks – IT around us	Creating media – digital photography	Programming A – robot algorithms		Creating media – digital music	Programming B – programming quizzes
	Education for a connected world	Health, well-being and lifestyle Recognise common uses of information technology beyond school Managing Online Information 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 Health, well-being, and lifestyle I can say how those rules / guides can help anyone accessing online technologies	Health, well-being and lifestyle Recognise common uses of information technology beyond school Managing Online Information 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			Managing Online Information use technology purposefully to create, organise, store, manipulate and retrieve digital content 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	Managing Online Information use technology purposefully to create, organise, store, manipulate and retrieve digital content
	Project evolve	 Online Reputation  Online Bullying		 Online Relationships  Managing Online Information		 Privacy and Security  Self-Image and Identity  Copyright and Ownership  Health, Well-being and Lifestyle	

Year group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	TBPS rules sessions & events	Recap SMART rules Digital leaders introduced	SMART rules at the beginning of each lesson Digital leader design a SMART rules poster competition	SMART rules at the beginning of each lesson Digital leaders go through SMART rules with their class every lesson			
	Teach computing unit	Computing systems and networks – connecting computers	Creating media – stop frame animation	Programming A – sequencing sounds		Creating media – desktop publishing.	Programming B – events and actions in programs
	Education for a connected world/online safety	<u>Managing Online Information</u> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <u>Privacy and Security</u> I can describe simple strategies for creating and keeping passwords private.	<u>Managing Online Information</u> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact			<u>Managing Online Information</u> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	
	Project evolve	 ① Online Relationships  ① Self-Image and Identity 9 lessons		 ① Health, Well-being and Lifestyle  ① Copyright and Ownership  ① Managing Online Information 9 lessons		 ① Privacy and Security  ① Online Reputation  ① Online Bullying 8 lessons	

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
4	TBPS rules sessions & events	SMART rules at the beginning of each lesson Digital leaders introduced	SMART rules at the beginning of each lesson Digital leader design a SMART rules poster competition	SMART rules at the beginning of each lesson Digital leaders go through SMART rules with their class every lesson			
	Teach computing unit	Computing systems and networks – the internet	Programming A – repetition in shapes	Creating media – photo editing	Programming B – repetition in games	Introduction to Microbits (NW to sort)	
	Education for a connected world/online safety	<p><u>Managing Online Information</u></p> <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact I can analyse information to make a judgement about probable accuracy, and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can explain what is meant by fake news, e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. 	<p><u>Managing Online Information</u></p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p><u>Copyright and ownership</u></p> <p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>	<p><u>Managing Online Information</u></p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p><u>Self-image and identity</u></p> <p>I can explain how my online identity can be different to my offline identity</p>			
Project Evolve	 Self-Image and Identity 6 lessons  Online Bullying		9 lessons  Online Relationships  Health, Well-being and Lifestyle  Copyright and Ownership			12 lessons  Online Reputation  Managing Online Information  Privacy and Security	

Year group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	TBPS rules sessions & events	SMART rules at the beginning of each lesson Digital leaders introduced	SMART rules at the beginning of each lesson Digital leader design a SMART rules poster competition	SMART rules at the beginning of each lesson Digital leaders go through SMART rules with their class every lesson			
	Teach computing unit	Computing systems and networks – systems and searching	Creating media – video production	Data and information – flat file databases	Creating media – introduction to vector graphics	Programming B – selection in quizzes	Year 6 unit Programming A – Variables in games
	Education for a connected world/online safety	Managing Online Information I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with. Privacy and Security I can explain what a strong password is and demonstrate how to create one		Managing Online Information Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content			
	Project evolve	 10 lessons 	 9 lessons 	14 lessons   			

Year group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	TBPS rules sessions & events	SMART rules at the beginning of each lesson Digital leaders introduced	SMART rules at the beginning of each lesson Digital leader design a SMART rules poster competition	SMART rules at the beginning of each lesson Digital leaders go through SMART rules with their class every lesson			
	Teach computing unit	Computing systems and networks – communication and collaboration.	Creating media – web page creation	Data and information – introduction to spread sheets	Creating media – 3D modelling		Programming B – sensing movement. Unit 7 – using the microbit for primary to secondary transition (as an extension to the programming B unit)
	Education for a connected world	<u>Managing Online Information</u> I can identify, flag and report inappropriate content <u>Self-image and identity</u> I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline	<u>Managing online information</u> use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour. <u>Copyright and ownership</u> I can demonstrate the use of search tools to find and access online content which can be reused by others.	<u>Managing information online</u> I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites) I can use different search technologies I can evaluate digital content and can explain how I make choices from search results	<u>Managing online information</u> Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <u>Privacy and Security</u> I can describe strategies for keeping my personal information private, depending on context		
	Project evolve	14 lessons  Managing Online Information  Self-Image and Identity		8 lessons  Online Reputation  Online Bullying  Online Relationships		12 lessons  Privacy and Security  Health, Well-being and Lifestyle  Copyright and Ownership	