

MANCHESTER COMMUNICATION PRIMARY ACADEMY

# CURRICULUM ASPECT OVERVIEW

E-safety

Curriculum





Leader: Samantha Taylor (computing and e-safety Lead)

## WHAT

At MCPA we identify E-safety as teaching the children the skills they need in order to safely use technology both at home and in school. It provides the children with the ability to identify when things are unsafe and what to do if this occurs.

The DfE describes e-safety as a school's ability to safeguard, protect and educate pupils and staff in the acceptable use of technology and communications (including social media) as well as having established mechanisms in place to identify, intervene in and escalate any incident where appropriate.

There should be 'a culture that incorporates the principles of online safety across all elements of school life' and these should be communicated clearly with pupils, staff and parents.

Children should have a clear understanding of online safety rules and expectations, to be able to protect themselves and stay safe online.

## WHY

Ofsted state in 'Inspecting e-safety':

Technology offers unimaginable opportunities and is constantly evolving. Access is currently becoming universal and increasingly more mobile, and pupils are using technology at an ever earlier age, as illustrated below. Technology use and e-safety issues go hand in hand. Many incidents happen beyond the physical geography of the school and yet can impact on pupils or staff.

Just because these environments are online make them no less susceptible to potential harm compared to the physical world. This makes it vitally important that pupils and staff are fully prepared and supported to use these technologies responsibly.

A view which is supported by the DfE in: Teaching online safety in schools June 2019

It is important to teach pupils about the underpinning knowledge and behaviours that can help pupils to navigate the online world safely and confidently regardless of the device, platform or app.

However, schools also need an understanding of the risks that exist online so they can tailor their teaching and support to the specific needs of their pupils.

Children today are firmly part of the digital age and as such, they often use a wide range of devices, both inside and outside, of school. When used correctly, technology can be a fantastic learning and social tool, but children need to have a clear understanding of the e-safety rules and expectations. This will help them to stay safe online and not fall foul of the myriad of risks and threats which can occur to the unsuspecting individual.

There are three areas of risk to children online (although the breadth of issues within each may be considerable). They are:

- Content – illegal, inappropriate or harmful material
- Contact – harmful online interactions with advertising or individuals
- Conduct – personal online behaviour which can cause harm

Below are some key stats from Ofcom, 2020, to highlight why it is so important to effectively educate children on e-safety from a young age.

For reference, the minimum age for social media profiles is 13+ other than WhatsApp which is 16+.

### **3-4 years old**

- 24% have their own tablet
- 17% play games online

### **5-7 years old**

- 4% have their own social media profile
- 35% play games online

### **8-11 years old**

- 21% have their own social media profile
- 74% watch YouTube for 10+ hours a week (27% are watching vloggers)

### **12-15 years old**

- 83% own their own smartphone
- 74% of the children who own a smartphone take their phone to bed with them
- 71% have at least ONE social media profile and 40% feel pressure to be 'popular' on social media sites.
- 26% have experienced bullying via social media, messaging apps or texts
- 50% have seen hate content, but of these, 58% ignored it and did not take action e.g. reporting or blocking the person who had posted.

Large numbers of very young children having access to or ownership of a device with Internet access means that, often, they are surfing the web, playing games or watching video clips before they even start school. According to Ofcom 2020, only 50% of parents have some sort of technical controls set up on these devices to control usage and content filtering which means the other 50% are accessing the Internet unrestrictedly. At MCPA, we know that our children regularly engage with the online world through a variety of platforms and devices. Parent feedback has shown that support is sometimes needed to ensure that children make safe choices and parents are well informed of the capabilities of the content/programs which their children access. Through discussions with children it is clear that they access games and content which has a certificate above their age, it is therefore important to inform both parents and pupils of the reasons for these certificates and why we need to follow them.

In addition to this, around 30% of our parents experience a language barrier with English which their children may not, they can therefore find it more difficult to support their child with making safe decisions online. This means that there is an even greater emphasis on the need to equip children with the tools to use technology safely.

## HOW

E-safety issues are split into:

- Content - inappropriate material
- Contact - harmful interaction with others
- Conduct - online behaviour

The children cover each of these issues every year in discreet taught sessions within the computing curriculum. E-safety is also taught during PSHE when the children are learning about bullying as cyber bullying is becoming a more regular occurrence and one which the children are more likely to be exposed to.

In addition to this, up to date support materials are regularly shared with families and staff to help them to understand the threats which new games and technologies pose. Training is available for staff and parents through National Online Safety as are lesson resources which can be used as target interventions for children who need more support with e-safety.

### Computing

YEAR GROUP	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3
Year 1	I know what to do when something I'm not expecting comes on the screen. (Content)	I know what to do if I end up on an unexpected website. (Conduct)	I know what to do if I receive a message from someone else whilst online. (Contact)
Year 2	I understand when to share and show what I am doing on a computer. (Content)	I understand what personal info is and that shouldn't give it away. (Conduct)	I understand gaming dangers. (Contact)
Year 3	I understand stranger danger and meeting people online. (Contact)	I understand cyber bullying. (Conduct)	I understand confidential information. (Content)
Year 4	I have an awareness of relevant e-safety issues, such as cyber bullying. (Content)	I understand how grooming and cyberbullying is now very present in online gaming, and know what to look out for. (Conduct)	I know how to deal with unpleasant forms of electronic communication. (Contact)
Year 5	I have an awareness of relevant e-safety issues, such as cyber bullying. (Content)	I understand the impact of what I say online and the future implications of it. (Conduct)	I know how to protect my important information online. (Contact)
Year 6	I understand the importance of thinking before I post. (Conduct)	I understand the reason for age limits. (Content)	I understand the purpose of network security and how this protects me. (Contact)

### Nursery and Reception:

Children within these 2 year groups are accessing computers and therefore need to be aware of how to stay safe. This will be taught to the children through teacher modelling and discussions when situations arise.

YEAR	OBJECTIVE
1	<ul style="list-style-type: none"> <li>To learn about the importance of using the internet.</li> <li>To know how to keep safe and how and where to get help.</li> <li>To use strategies to stay safe when using ICT and the internet.</li> <li>Know where and how to seek support (including recognising the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's.</li> <li>Mental wellbeing or ability to control their emotions (including issues arising online)</li> </ul>
2	<ul style="list-style-type: none"> <li>To learn about the importance of using the internet.</li> <li>To know how to keep safe and how and where to get help.</li> <li>To use strategies to stay safe when using ICT and the internet.</li> </ul>
3	<ul style="list-style-type: none"> <li>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.</li> <li>Use ICT safely including keeping electronic data secure.</li> <li>Use ICT safely including using software features and settings.</li> <li>Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>
4	<ul style="list-style-type: none"> <li>To use ICT safely including using software features and settings.</li> <li>Know how information and data is shared and used online.</li> <li>Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>To know why social media and some computer games and online gaming, for example, are age restricted.</li> <li>To know where and how to report concerns and get support with issues online.</li> </ul>
5	<ul style="list-style-type: none"> <li>Know that the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>To understand the concepts of 'identity' and 'freedom of expression' when they are online.</li> <li>Pupil voice - How safe do you feel online?</li> </ul>
6	<ul style="list-style-type: none"> <li>Define cyberbullying and recognise examples of it. Find help and know who to speak to.</li> <li>I can identify secure websites by identifying privacy seals of approval.</li> <li>I understand the benefits and pitfalls of online relationships.</li> <li>I can identify information that I should never share.</li> </ul>

This is the discrete teaching of this aspect, however the principles behind e-safety need to be integrated throughout the whole school at any time staff or pupils use technology. Any situations which arise as teaching opportunities need to be talked about and not avoided.

Whole school assemblies based around the topic of e-safety.

Pupils are encouraged to use technology throughout all lessons and as part of their homework, the sites the children are directed to they have already been guided to use and all the sites they are directed to have been previously explored by staff. Pupils are not discouraged at any point from using technology as they need to understand how to use it safely and also deal with issues appropriately as they arise.

### Staff

Training needs to be delivered to ensure that teachers understand the purpose of e-safety, but also understand their responsibilities in delivering e-safety within the whole school environment.

Teachers need to be kept informed of the latest technological developments so that they are able to give instruction and direction to pupils and parents about the apps, games, websites and devices which the children are regularly accessing.

Teachers are supported through training to use all aspects of technology effectively in order to ensure that if an e-safety issue arises then they are able to effectively deal with the situation in the moment and not have to seek out support in order to solve it.

Any issues with e-safety are recorded on CPOMS in line with our school policy and where necessary are followed up by the safeguarding team.

## Parents

The implementation of effective e-safety is dependent on what happens at both home and school. Therefore in order to support parents in understanding how to keep their children safe at home.

This will be supported by:

Parent sessions with a specific e-safety focus. Interactive resources are available for parents through National Online Safety.

Work with the parent focus group to continually review the home school agreement on safe technology usage for school, parents and pupils to agree to.

Keeping parents informed about any changes in technology they need to be aware of and if a specific issue arises discussing it with parents as well as pupils.

Parents are provided with safe websites which the children can use at home which are age appropriate. They are also guided in methods they can use for their children to safely research and use the wider internet.

## Events

E-safety day 9th February 2020, although it is not the mainstay of the strategy, it provides a useful focal point to prompt discussions between children and their families.

# IMPACT

MCPA's focus on e-safety ensures that:

- Children and families are equipped to use the internet safely. The impact of this is that there have been 0 reports of cyber-bullying in Autumn term 2020 across school and no reports of children accessing sexually inappropriate content.
- Children and families know where to access support with online safety issues.
- Staff understand the dangers of the online world, including game/app specific risks and can articulate these to families.
- Targeted support can be given to children and families where inappropriate content has been accessed online in order to limit its impact and likelihood of repetition.