E-Safety Teaching & Learning Policy and Scheme of Work - 2018

At Trefonen RESPECT is our core value. Mutual respect and good behaviour is the expectation of all adults and children at all times.

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This policy is written to sit alongside the 2014 National Curriculum, our P.S.H.E. Curriculum Scheme of Work, our ICT Policy, our Acceptable Use of the Internet Policies , Anti-Bullying Policy and our Child Protection and Safeguarding Policy. It is continually updated to reflect the rapidly changing world in which our pupils live and learn.

Policy Statement

At Trefonen C.E Primary School we recognise the benefits and opportunities which new technologies offer to teaching and learning. We provide supervised internet access to all learners and encourage the use of technologies in order to enhance skills, promote achievement and enable lifelong learning. We also recognise that our pupils use an increasing range of on-line technologies outside of school and we understand the potential risks and challenges associated with on-line interaction.

Our approach is to implement appropriate safeguards within the school, while supporting pupils to identify and manage risks independently and with confidence. We understand that whilst regulation and technical solutions are very important, their use must be balanced by educating our pupils to help them to take a responsible approach. The education of our pupils in E-safety is therefore an essential part of our school's curriculum provision. We recognise that children need help and support to recognise and avoid e-safety risks, to build their resilience and to develop their critical thinking skills, in order to keep themselves and others safe.

We believe this can be achieved through a combination of security measures, training, guidance and implementation of our policies. In furtherance of our duty to safeguard pupils, we will do all that we can to make our pupils stay E-safe and to satisfy our wider duty of care. E-safety is a focus in all areas of the curriculum and staff take active steps to reinforce E-safety messages across the curriculum. This E-safety policy should be read alongside other relevant policies.

Our Aims

The four core aims for E-Safety at our school is to help pupils to:

- Keep themselves and others safe
- Build resilience
- Develop critical thinking skills
- Manage risk

Our Objectives

E=Safety at Trefonen contributes to pupils' personal development by helping them to :

- build their confidence, resilience, self-esteem and critical thinking skills when interacting on-line,

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- identify and manage on-line risk,

- make informed choices and understand what influences their decisions when interacting on-line

- recognise, accept and shape their on-line identities,

- understand and accommodate differences and change that they encounter when on-line,

- manage their online emotions, and the emotions that may be triggered through their on-line interactions

Key Expected Outcomes

Our Key Expected Outcomes are identified in our PSHE Programme of Study and Units of Work. The E-Safety programme of study at Trefonen Primary (Appendices A,B ,C&D) covers Key Stages 1 and 2 and is based on three core themes within which there is broad overlap and flexibility:

1. Health, Safety & well-being
2. Relationships
3. Living in the Wider World

Concepts, Essential Skills and Attributes:

Our E-Safety programme of study is embedded within our P.S.H.E curriculum, as well as across all curriculum areas. This supports our staff in delivering an E-Safety programme that helps our pupils to develop and enrich their understanding of a set of overarching concepts, as set out below. Although the specific content of our E-Safety curriculum will constantly evolve as the world changes, some concepts are timeless. At Trefonen School we understand that it is not enough to simply teach pupils about the issues covered in the suggested subject content. We also provide our pupils with vital opportunities to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to manage these issues should they encounter them in their on-line lives. Our school's E-safety programme enables our pupils to thrive in a time of rapid change, with new and unpredictable opportunities, challenges and threats constantly emerging, we make good use of the 'learning opportunities' outlined within the three core themes of this programme of study for each key stage, as a context through which to develop within our pupils the concepts, skills and attributes set out below.

Concepts:

1. *Identity* – Pupils are taught that any information that they put on-line creates an 'on-line identity'. They are supported in creating and maintaining boundaries around their personal privacy.
2. *Relationships* - Pupils are taught how to identify and manage the inherent dangers in making on-line relationships. They are also made aware that any information that they share with others on-line is publically available.
3. *A healthy life-style* – Pupils are taught that by sharing information, there may be a negative impact on their physical, emotional and socially, balanced lifestyle .
4. *Risk* – Pupils are taught strategies to identify potential risks and to know how to avoid them. They are also taught how to manage risks should they be presented. Pupils are taught how to recognise on-line risks, how

to identify the extent of the risk and how to manage the risk presented, rather than simply the avoidance of risk (e.g. when to tell a trusted adult).

5. *Diversity and equality* – Children are taught to respect diversity and equality in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010, and to fully respect this in their on-line behaviour.

6. *Right & Responsibilities* – Through our school's BVP curriculum, children gain a good understanding of Human Rights, and their own responsibilities (including fairness, justice and consent - in age appropriate contexts).

7. *Change* – Pupils are taught about resilience, including the skills, strategies and 'inner resources' that they can draw on when faced with challenging change or difficult circumstances.

8. *Power* – Pupils are given good opportunities to discuss how 'power' is used and encountered online; how it manifests through behaviours including bullying, persuasion, coercion and how they can challenge or manage it.

Essential Skills and Attributes developed though our programme of study:

Essential Skills and Attributes developed through our Programme of Study	
Personal effectiveness	**Interpersonal and social effectiveness**
1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)	1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds
Other Essential Skills and Attributes developed through the Programme of Study	
1. Identification, assessment (including prediction) and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions	

Our school's E-Safety Programme

During Key Stages 1 and 2, E-Safety education contributes to both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils start to acquire during the Early Years Foundation stage (EYFS) to develop effective on-line behaviour and relationships, assumes greater personal responsibility and manages personal safety. Our E-Safety Curriculum introduces pupils to a wider world and helps them pupils to manage the challenges of our changing world.

For each of the three core themes in our programme of study, there is more detailed planning guidance (Appendix A & B) suggesting learning opportunities for each key stage. These learning opportunities, provide the context through which the programme can develop, as well as the overarching concepts, essential skills and attributes set out. The learning opportunities are used flexibly according to pupils' development, readiness and needs, and taking account of prior learning, experience and understanding.

When teaching pupils about E-Safety education, we are alert to the three levels of teaching and learning:

Level 1
Lessons that explicitly teach about an E-Safety issue: the lessons that offer factual information
Level 2
Lessons that explicitly teach how to manage an E-Safety issue: the lessons that develop the strategies, language and skills pupils will need to manage the situations or 'moments' in which they encounter an issue
Level 3
Topic-specific learning: relevant learning, which provides the foundation for new explicit learning knowledge and understanding about E-Safety. This is usually interlinked with other curriculum areas.

We recognise that our pupils are already global citizens in an increasingly 'connected' world. Therefore, many topics will be explored through the 'on-line world'. Our E-Safety Curriculum addresses both pupils' direct experience and their preparation for future and unknown experiences.

We recognise the importance of providing a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts. Our E-Safety Curriculum reflects the universal needs shared by all pupils as well as the specific needs of the pupils in our school.

We help pupils to develop their understanding that their E-Safety education is relevant in all curriculum areas and support them in developing their understanding of how the skills that they acquire through looking at one issue, may be transferrable to other contexts.

Assessment of E-Safety

There are a number of reasons why it is important that learning about E-Safety is assessed. It is important for pupils to have opportunities to reflect on their learning. Assessment also increases pupils' understanding and improves their awareness. It helps them to identify what they feel confident with and what they need to learn next. It is important for teachers to feel confident that learning has taken place and pupils have moved on in their understanding (i.e progress), and to identify future learning needs. It also gives good information, which enables the leadership team, parents, governors and external bodies to see the impact that our E-Learning Curriculum is having.

We recognise that it is difficult to accurately assess a pupil's self-confidence, their sense of their own identity and values, their ability to assess and respond to on-line risk and their ability to make appropriate independent choices when interacting on-line. However, pupils themselves will be able to judge, for instance, whether they feel more confident, feel safer, can identify what they would do in a particular situation, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in the E-safety Curriculum lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in E-safety is therefore based on a combination of teacher assessment and pupil self- and peer assessment.

<u>Policy Date: 21/10/17</u>

<u>Appendices:</u>

A: Programme of Study Overview

B: Programme of Study

C: Units of work (Two-yearly cycle)

D: Other Specific E-Safety Activities

Appendices:

Appendix A: E-Safety - Core Theme Overview

CORE THEME 1: SAFETY AND WELLBEING:	CORE THEME 2: RELATIONSHIPS	CORE THEME 3: LIVING IN THE WIDER WORLD
This core theme focuses on: 1. How to manage on-line risks to personal safety, emotional health and wellbeing 4. Ways of keeping safe on-line 6. How to make informed choices about e-safety, on-line wellbeing and to recognise sources of help with this 7. How to respond in an emergency on-line (e.g. what I should do if I feel threatened or frightened when on-line) 8. How to identify different influences on their safety and wellbeing within the on-line environment (what I should do if I am having a conversation on-line that is making me feel uncomfortable or unsafe)	This core theme focuses on: 1. How to develop and maintain a variety of safe on-line relationships, within a range of social/cultural contexts 2. How to recognise and manage emotions within a range of relationships on-line 3. How to recognise risky or negative on-line relationships including bullying and abuse on-line and how to ask for help 5. How to respect equality and diversity in on-line relationships	1. How to show respect for myself and others whilst on-line and how to use responsible behaviours and actions on-line 2. How to understand my rights and responsibilities when I am on-line 3. How to understanding and interpret the different thoughts and ideas that groups and communities that I may come across on line. 4. How can I make sure that I respect diversity and equality when I am on-line. 5. How I can distinguish between the views that I come across when I am on-line are different and when views are not acceptable.

Appendix B: Programme of Study – Aspects of our PSHE POS that are specifically relevant to E-Safety are highlighted

Core Theme 1. Health and wellbeing:	
KEY STAGE 1:	**KEY STAGE 2**
Pupils should have the opportunity to learn: H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health	Building on Key Stage 1, pupils should have the opportunity to learn: ==H1. what positively and negatively affects their physical, mental and emotional health==

H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences

H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)

H6. the importance of, and how to, maintain personal hygiene

H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading

H8. about the process of growing from young to old and how people's needs change

H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring

H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls

H11. that household products, including medicines, can be harmful if not used properly

H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety

H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

H14. about the ways that pupils can help the people who look after them to more easily protect them

H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy

H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves

H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals

H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'

H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience

H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe

H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread

H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong

H15. school rules about health and safety, basic emergency aid procedures, where and how to get help

H16. what is meant by the term 'habit' and why habits can be hard to change

	H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others
	H18. how their body will, and their emotions may, change as they approach and move through puberty
	H19. about human reproduction
	H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers
	H21. strategies for keeping physically and emotionally safe including e-safety, road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)
	H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
	H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
	H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)
	H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

Core Theme 2: Relationships	
Key Stage One	**Key Stage Two**
Pupils should have the opportunity to learn:	Building on Key Stage 1, pupils should have the opportunity to learn:
R1. to communicate their feelings to others, to recognise how others show feelings and how to respond	R1. to recognise and respond appropriately to a wider range of feelings in others
R2. to recognise that their behaviour can affect other people	R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
R3. the difference between secrets and nice surprises (that everyone will	

find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid

R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong

R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

R7. to offer constructive support and feedback to others

R8. to identify and respect the differences and similarities between people

R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another

R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)

R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say

R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable

R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families

R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment

R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves

R7. that their actions affect themselves and others

R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond

R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

R11. to work collaboratively towards shared goals

R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

R15. to recognise and manage 'dares'

R16. to recognise and challenge stereotypes

R17. about the difference between, and the terms associated with, sex,

gender identity and sexual orientation

R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.

CORE THEME 3: LIVING IN THE WIDER WORLD (Economic well-being and being a responsible citizen)	
KEY STAGE 1	**KEY STAGE 2**
Building on Key Stage 1, pupils should have the opportunity to learn: L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and	Pupils should have the opportunity to learn: L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) L4. that they belong to different groups and communities such as family and school L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving L7. about the role money plays in their lives including how to keep it safe,

communities; to develop strategies for getting support for themselves or for others at risk

L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities

L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

L9. what being part of a community means, and about the varied institutions that support communities locally and nationally

L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

L12. to consider the lives of people living in other places, and people with different values and customs

L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world

L16. what is meant by enterprise and begin to develop enterprise skills

L17. to explore and critique how the media present information

L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

choices about spending or saving money and what influences those choices

L8. ways in which they are all unique; understand that there has never been and will never be another 'them'

L9. ways in which we are the same as all other people; what we have in common with everyone else

L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

L12. to consider the lives of people living in other places, and people with different values and customs

L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world

L16. what is meant by enterprise and begin to develop enterprise skills

L17. to explore and critique how the media present information January 2017 additions:

L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

Appendix D: Other specific E-safety activities that take place within our school's annual cycle

1 . Annual Safety Week during the Autumn Term, which includes:

- National Safer Internet Day (All year groups): https://www.saferinternet.org.uk/safer-internet-day/2017

- NSPCC 'PANTS' Programme (All Year groups):   https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/

- NSPCC Share Aware 'I saw your willy' (Years 5&6) https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/

2. Key Teaching Programmes / on-line resources that we use with pupils include:

- http://www.childnet.com/resources/smartie-the-penguin (Rec / KS1)

- http://www.childnet.com/resources/digiducks-big-decision (Rec / KS1)

- http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew (KS2)

3. Other useful resources that we draw on include:

- https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff

- https://www.thinkuknow.co.uk/

- http://www.childnet.com/resources/esafety-and-computing