



Juniper Hill School



Curriculum and Teaching – Additional Content Areas Online Safety

At Juniper Hill School we teach the EYFS (Early Years Foundation Stage) curriculum in Reception and the National Curriculum in Key Stage 1 and 2. Our additional curriculum content areas taught through the curriculum ensure our children leave Juniper confident, resilient, respectful individuals ready for secondary school. Our additional content areas are:

- Safeguarding
- Wellbeing
- Online Safety
- Diversity

This document shows where **ONLINE SAFETY** is explicitly covered in each year group.

EYFS- online safety

| | |
|---|---|
| Communication and language | <ul style="list-style-type: none">• Teaching children to communicate with safe adults if they see something they don't like or makes them feel worried/scared on the internet• Using child friendly language to determine what is safe/not safe online e.g. identifying pop-ups, adult only content and unsafe communication with strangers• Teach children they must always ask for permission from an adult before going online |
| Physical development | <ul style="list-style-type: none">• Understanding that screen time should be limited for their own wellbeing e.g. Dot. Story |
| Personal, social, emotional development | <ul style="list-style-type: none">• Identifying safe adults to communicate with if they see something they're not sure of e.g. Buddy the Dog PowerPoint story• The importance of being kind to each other in person as well as online• Waiting their turn to use the computer within the classroom• Rules around using the computers in school e.g. not changing the game, telling an adult if something else is on the screen |
| Literacy | <ul style="list-style-type: none">• Sharing online safety stories both non-fiction and fiction e.g. Digi Duck and Buddy the Dog• Explaining how to use resources such as Read, Write Inc online e-books and phonics QR lessons safely and within the presence of a parent |
| Mathematics | <ul style="list-style-type: none">• Use a sand timer for screentime limits within the classroom• Limits to how many children are using computers at once so that it can be monitored |

| | |
|----------------------------|--|
| | <ul style="list-style-type: none"> • When learning about money, talking about how some games cost parents lots of money if not careful – always ask for permission if unsure |
| Understanding the world | <ul style="list-style-type: none"> • When using search engines consistently remind children of online safety through questions – modelled by adults • What do we use the internet for? How can we use the internet safely? • Teaching children about explicit safety rules e.g. not sharing personal information • Understanding that not everybody has equal access to online devices e.g. Zambia |
| Expressive arts and design | <ul style="list-style-type: none"> • Understanding that your work belongs to you and others belong to them e.g. naming work • Not changing other people's work |

Year 1 – online safety

| | |
|-----------|--|
| English | <ul style="list-style-type: none"> • Explaining how to use resources such as Read, Write Inc online e-books and phonics QR lessons safely and within the presence of a parent |
| Maths | <ul style="list-style-type: none"> • Maths apps used (hit the button, topmarks, Youtube materials) and reference made to how to access these safely under adult supervision. • Reference to online banking when teaching money. |
| Science | <ul style="list-style-type: none"> • Weather apps and reference made to how to access these safely under adult supervision eg Seasonal Changes |
| Computing | <ul style="list-style-type: none"> • Creating strong passwords and understanding why they matter. • Learn who to tell if you find something that doesn't look right. • Understand that not everything you see online is true. |

| | |
|-----------|--|
| | <ul style="list-style-type: none"> • Learn about how to be responsible online eg. Clicking unfamiliar content, not talking to unknown sources online, ensuring an adult knows you're online, sharing personal information. • Only buy items online when you have permission from an adult, including in App purchases and trading with online friends. |
| History | <ul style="list-style-type: none"> • Understand that not everything you see online is true when researching further subject content. |
| Geography | <ul style="list-style-type: none"> • Weather and world apps and reference made to how to access these safely under adult supervision eg Flackwell heath, London and Cario. • Understand that not every person has access to digital devices eg Zambia. |
| Art | <ul style="list-style-type: none"> • Understand that not everything you see online is true when researching further subject content. |
| Music | <ul style="list-style-type: none"> • Youtube is used to listen to different examples of music. • Discission around how music and videos online can affect mood. |
| PE | <ul style="list-style-type: none"> • Promoting teamwork and respectful communication both online and offline. |
| DT | <ul style="list-style-type: none"> • Discussion around image sharing and safe ways to record images. Eg Pictures of DT projects. |
| PSHE | <ul style="list-style-type: none"> • Life skills unit eg screen time, personal information and passwords, computer games age limits, online behaviour, truth or lies/fake news. • During our Healthy Bodies unit, we highlight the impact of screen time on our mental health, cognitive functioning and physical health. |
| RE | <ul style="list-style-type: none"> • Understand that not everything you see online is true when researching further subject content. • Respecting people beliefs and views. • Exploring religious teachings about kindness and respect, linking to online behaviour. |

Year 2 – online safety

| | |
|-----------|--|
| English | <ul style="list-style-type: none">• Accelerated reader - keeping passwords safe and children to understand asking permission from adults at home to access AR. |
| Maths | <ul style="list-style-type: none">• Maths apps- hit the button, Times Tables Rock Stars• Money- banking online, physical money isn't the only way to pay, fraud. |
| Science | <ul style="list-style-type: none">• Learning about the impact of screentime on sleep and eyes.• Modelling the correct use of online resources when they are used to support lessons |
| Computing | <ul style="list-style-type: none">• Creating media online- Music Chrome Lab- Managing online information• Online reputation, self-image and identity e.g. Digital photography• Safe use of iPads and computers e.g. Making music, photography, pictograms, ScratchJR• Recognise that photos can be changed• Keeping passwords safe |
| History | <ul style="list-style-type: none">• Comparing communication then and now, e.g. Titanic• Use of historical artefacts and sources to talk about 'fake news'• Video clips used to enhance learning, with correct use of online videos modelled e.g. YouTube for the Titanic |
| Geography | <ul style="list-style-type: none">• Using weather apps safely with adult supervision e.g. Glasgow, Kenya• Understanding how the internet connects people around the world• Not everyone has access to digital devices- Zambia |
| Art | <ul style="list-style-type: none">• Modelling the correct use of online resources when using video clips to support lesson content |
| Music | <ul style="list-style-type: none">• Listening to different pieces of music through YouTube and discussing how to do this safely. To understand that some song lyrics are inappropriate for certain ages. |

| | |
|------|--|
| PE | <ul style="list-style-type: none"> • Discuss the importance of maintaining a healthy balance between on-line activities and physical activities. • Ensure permissions are obtained when using/sharing photos and video clips of children performing. |
| DT | <ul style="list-style-type: none"> • Modelling to children asking for consent to have their picture taken with their DT creation. |
| PSHE | <ul style="list-style-type: none"> • Identifying trusted adults • Recognising online bullying |
| RE | <ul style="list-style-type: none"> • Exploring religious teachings about kindness and respect, linking to online behaviour e.g. Judaism, Christianity. |

Year 3 – online safety

| | |
|-----------|---|
| English | <ul style="list-style-type: none"> • How we communicate to others online and how we express our feelings through our choice of words. • Accelerated Reader: reading assessments and home reading, highlighting the importance of critical thinking (being able to identify harmful pop ups) of what they read but also considering what they write as well. |
| Maths | <ul style="list-style-type: none"> • Rules on TTRS. • Money – Online fraud and being careful of online money. |
| Science | <ul style="list-style-type: none"> • During Light topic a discussion around the impact of screens on our eyes and how it may affect us long term. • When researching during science make sure that what you are looking up is appropriate for the topic. |
| Computing | <ul style="list-style-type: none"> • How to make passwords safe • Identify what online bullying looks like |

| | |
|-----------|---|
| | <ul style="list-style-type: none"> • Learning about digital footprints and being responsible. • Learning that it is okay to block, mute or report unkind or unsafe content. • Online profiles and offline profiles linked to being safe with in app purchases and trading with 'friends' online. • Audio and photos can be manipulated and used for malicious purposes • Use computers respectfully, log on and log off and not leaving profiles active • Ensuring computers are kept safe from viruses, critical thinking with pop ups |
| History | <ul style="list-style-type: none"> • Making sure that video clips are up to date and appropriate. |
| Geography | <ul style="list-style-type: none"> • Understand how the internet connects everyone around the world and how not everyone has access to devices and internets. • Critically assess disaster photos found online – consider what the image may not show and what the whole story could be. • Discuss how different areas in the world have a different access to the online world and how this may limit our communication with certain areas, i.e. our partners school in Zambia. |
| Art | <ul style="list-style-type: none"> • Banksy – Make sure that the pictures are appropriate. • Learning about copyright and respecting others' work |
| Music | <ul style="list-style-type: none"> • Songs are pre watched and listened to make sure all lyrics are appropriate even if the children requested it. |
| PE | <ul style="list-style-type: none"> • Discuss the importance of maintaining a healthy balance between on-line activities and physical activities. • Ensure permissions are obtained when using/sharing photos and video clips of children performing. |
| DT | <ul style="list-style-type: none"> • Photo Frames – Making sure that the children know what an appropriate picture is and making sure that it is not a fake. |
| PSHE | <ul style="list-style-type: none"> • Understand what personal information is and why it should be kept private. |

| | |
|----|---|
| | <ul style="list-style-type: none"> • Understanding online friendships vs real – life friendships • Role plays how to say no or block / report online • How we can support children during cyberbullying • Discrete life skills topic on Online safety |
| RE | <ul style="list-style-type: none"> • Discuss how some online comments regarding people’s religions can, on occasion, be biased, disrespectful, unfair and potentially extreme. |

Year 4 – online safety

| | |
|---------|--|
| English | <ul style="list-style-type: none"> • Use of AR at home. Ensuring that passwords are kept safe and not shared • Communicating respectfully to others regardless of whether in person or online • To make children aware that, when viewing video clips online to support learning, they need to be age-appropriate and from trusted sources, otherwise they can contain unsuitable material. |
| Maths | <ul style="list-style-type: none"> • Using platforms like Timetables Rockstars, Topmarks and other on-line games safely. • Celebrate/encourage others respectfully when playing against each other • Money and being safe with internet banking |
| Science | <ul style="list-style-type: none"> • When researching different melting points of solids using the internet, reinforce and embed appropriate online safety eg How will we ensure we stay safe when using the internet today? How will we ensure our data is reliable and can be trusted? Highlight the fact that not everything on the internet is true. • To make children aware that, when viewing video clips online to support learning, they need to be age-appropriate and from trusted sources, otherwise they can contain unsuitable material. |

| | |
|-----------|---|
| Computing | <ul style="list-style-type: none"> • Online profiles and offline profiles linked to being safe with in app purchases and trading with 'friends' online. • Audio and photos can be manipulated and used for malicious purposes • Permission for using photos and audio clips • Use computers respectfully, log on and log off and not leaving profiles active • Ensuring computers are kept safe from viruses, critical thinking with pop ups |
| History | <ul style="list-style-type: none"> • When researching, source facts from a trusted website and that the historical information is verified and discuss the importance of this and the pitfalls of taking the one view. • To make children aware that, when viewing video clips online to support learning, they need to be age-appropriate and from trusted sources, otherwise they can contain unsuitable material. |
| Geography | <ul style="list-style-type: none"> • To make children aware that, when viewing video clips online to support learning, they need to be age-appropriate and from trusted sources, otherwise they can contain unsuitable material. • Be aware of personal blogs and opinions of different cultures which may differ. • Understand how the internet connects people around the world and that it may look different to the UK • Knowing that not everyone has access to devices and the internet, e.g. Partner School in Zambia. • Learning why location sharing can be unsafe. |
| Art | <ul style="list-style-type: none"> • To make children aware that, when viewing video clips online to support learning, they need to be age-appropriate and from trusted sources, otherwise they can contain unsuitable material. • Sharing relevant and appropriate online information. • Ownership |

| | |
|-------|---|
| Music | <ul style="list-style-type: none"> • Songs are pre watched and listened to make sure all lyrics are appropriate even if the children requested it. |
| PE | <ul style="list-style-type: none"> • To make children aware that, when viewing video clips online to view skills or to provide a historical/cultural context to any sport being taught, they need to be age-appropriate and from trusted sources, otherwise they may contain unsuitable material. • Discuss the importance of maintaining a healthy balance between on-line activities and physical activities – limiting screen time to healthy levels. • Ensure permissions are obtained when using/sharing photos and video clips of children performing. |
| DT | <ul style="list-style-type: none"> • Encourage use of the internet to inspire and not replicate • Consent to have photo taken |
| PSHE | <ul style="list-style-type: none"> • Unit through Life Skills • Healthy Me Unit highlight being healthy on and offline and finding that balance • Addressing online bullying and how to support peers and report it |
| RE | <ul style="list-style-type: none"> • To make children aware that, when viewing video clips online to support learning, they need to be age-appropriate and from trusted sources, otherwise they can contain unsuitable material. • Discuss how some online comments regarding people’s religions can, on occasion, be biased, disrespectful, unfair and potentially extreme. |

Year 5 – online safety

| | |
|---------|---|
| English | <ul style="list-style-type: none"> • Accelerated Reader: reading assessments and home reading, highlighting the importance of critical thinking (being able to identify harmful pop ups) of what they read but also considering what they write as well. |
|---------|---|

| | |
|-----------|--|
| | <ul style="list-style-type: none"> • Regularly exploring the impact of language in real life and online. One of the 3 words linked to our writing 'Be like a...' curriculum is 'Influence'. This links clearly with what children post online. • Children encouraged to ask permission to use these online sites at home and to keep their passwords safe. |
| Maths | <ul style="list-style-type: none"> • Children use TTRS and Doodle Maths online at school and at home (TTRS). • Children encouraged to ask permission to use these online sites at home and to keep their passwords safe. |
| Science | <ul style="list-style-type: none"> • YouTube links are often used and children are taught how to respond to unforeseen adverts that may pop up. • Highlight the importance of credible scientific websites and the fact that not everything on the internet is true. • Model safe data collection • Websites used within lessons are checked to ensure that they are up to date. • Children are encouraged to create their own Space project for their homework, conducting their own research. Teachers highlight how this work needs to be their own and discusses plagiarism and how this might affect the outcome of their work. Teachers encourage safe research skills and offer safe websites to use for research. |
| Computing | <ul style="list-style-type: none"> • Children are taught to use computers in a safe and respectful manner. • Teachers highlight the dangers of the internet and prepare safe websites for the children to access i.e. Kids YouTube, Explorify, BBC Bitesize |
| History | <ul style="list-style-type: none"> • Using historical sources to verify facts and considering how much of what is written online we can believe and how much could be from someone's point of view and may not be reliable. • Explore how rules have changed through history and discuss if it were necessary for the Ancient Greeks to have online safety regulations. |

| | |
|-----------|---|
| Geography | <ul style="list-style-type: none"> • Using geographical sources to verify facts and considering how much of what is written online we can believe and how much could be from someone's point of view and may not be reliable. • Highlighting the importance of using up to date information when learning about coastal erosion, deforestation, impact of pollution, the building of new roads and buildings, new settlements and changes in names for places or countries and the current impact of global warming on the different Biomes. • Considering privacy when looking at satellite images including GoogleMaps. • Interpreting images in satellite photos. What might this image not show? Teaching the children to question images as many can be edited with AI. How can we look at this critically? • Discuss how different areas in the world have a different access to the online world and how this may limit our communication with certain areas, i.e. our partners school in Zambia. |
| Art | <ul style="list-style-type: none"> • Using art sources to verify facts and considering how much of what is written online we can believe and how much could be from someone's point of view and may not be reliable. • As many artists have a political background, online content (particularly photos and videos) must be screened by the teacher beforehand to ensure it is appropriate for school use. |
| Music | <ul style="list-style-type: none"> • To consider that not all music found online may have appropriate lyrics and children need to put in specific search criteria to make sure that they find 'clean' songs and music to listen to. • When listening to music in the classroom, songs should be pre-watched and/or listened to beforehand to ensure they are safe and age appropriate. |
| PE | <ul style="list-style-type: none"> • Understanding how an inappropriate amount of screen time can negatively affect our development. |
| DT | <ul style="list-style-type: none"> • To consider how reliable recipes can be online and consider the fact that some may work better than others. |

| | |
|------|---|
| PSHE | <ul style="list-style-type: none"> • When completing the RSE curriculum, be mindful when explaining to children what they may find when researching what they may find. • Teach the children to consider images critically, especially images of people, where AI can be used to 'improve' or change the way someone looks. |
| RE | <ul style="list-style-type: none"> • Discuss how to identify hateful online comments regarding people's religions and how to report these. • Discuss the repercussions of posting hateful comments online regarding people's religions/race. • To use reliable websites to research religious facts and be aware that not everything you read on the internet is reliable. • To identify the difference between learning religious facts and identify signs of indoctrination or attempts to be exploit or coerce someone to convert to a different religion or follow different religious practices (ie FGM, grooming) • Using our 'Be like a...' curriculum, teachers encourage children to question what they learn and discuss any concerns they may have with a trusted adult. |

Year 6 – online safety

| | |
|---------|---|
| English | <ul style="list-style-type: none"> • Children are reminded about the differences between 'text' language and Standard English and how misinterpretations can lead to upset and confusion. • When completing researching tasks, children are reminded to use safe websites and not to copy images and texts directly unless the 'Fair Use' policy applies. |
| Maths | <ul style="list-style-type: none"> • When collecting Data from peers, during statistic and ratio and proportion lessons, children are reminded to treat others sensitively. • Children are encouraged to use online tools safely when navigating Maths games and tasks. |

| | |
|-----------|--|
| Science | <ul style="list-style-type: none"> • When completing researching tasks, children are reminded to use safe websites and not to copy images and texts directly unless the 'Fair Use' policy applies. • During our Healthy Bodies unit, we highlight the impact of screen time on our mental health, cognitive functioning and physical health. |
| Computing | <ul style="list-style-type: none"> • Children are consistently asked how they could stay safe during their computing lesson. • Children are taught an additional lesson from the Education for a Connected World strands, every half term. |
| History | <ul style="list-style-type: none"> • When completing researching tasks, children are reminded to use safe websites and not to copy images and texts directly unless the 'Fair Use' policy applies. • When comparing communications from then and now during our Battle of Britain unit and discussing the impact the internet may have had on communications as they only had the radio and telegrams to inform them of what was happening. • During our Crime and Punishment unit, children discuss how rules and laws are different and the impact that technical devices have had on the judicial system. |
| Geography | <ul style="list-style-type: none"> • When completing researching tasks, children are reminded to use safe websites and not to copy images and texts directly unless the 'Fair Use' policy applies. • When using video clips to create stimulus for writing, clips are pre-watched and pre-listened to ensure appropriate content is being shared. • During our Volcanoes and Earthquakes unit, we explore the equipment that may be used in measuring eruptions such as a seismometer and discuss how to use these safely. We highlight how previously, when major disasters occurred such as Pompeii, there was a lack of communication. • When selecting images to share with the children, we are aware that some may cause distress and discuss them sensitively with the class. |
| Art | <ul style="list-style-type: none"> • When studying units such as Keith Haring, children are encouraged to select age-appropriate images of his work to share as a stimulus. |

| | |
|-------|---|
| | <ul style="list-style-type: none"> • Children are aware that creations should be unique and to be careful when using 'inspiration' from other sources that it does not affect copyright laws. |
| Music | <ul style="list-style-type: none"> • Discussing how to navigate their emotional wellbeing when listening to emotional music online, for example when using Spotify or hearing songs outside of school that mention violence and self-harm. |
| PE | <ul style="list-style-type: none"> • When selecting music to use in lessons such as dance, adults are aware of age-appropriate songs. • Discussing how online comments and unkind interactions with peers online may affect confidence. • Encouraging children to have a balance between screen time and exercise. |
| DT | <ul style="list-style-type: none"> • Children are aware that creations should be unique and to be careful when using 'inspiration' from other sources that it does not affect copyright laws. • When using clips online to support with teaching needlework, children are reminded to manage their expectations and that their work will look different. |
| PSHE | <ul style="list-style-type: none"> • Children are reminded about the age limits on different social media applications and how to navigate groups such as WhatsApp safely, talking to adults when they see or hear unkind or uncomfortable images, messages or voice notes. • Additional lessons are taught such as Sexting, Muling, Online Hate Crimes. • We explore internet safety and harms and learn about screen time, the impact on behaviours and attitudes. |
| RE | <ul style="list-style-type: none"> • When learning about different religions, we discuss the impact that online views, keyboard warriors and hate crimes have on the individual and the person carrying it out. Exploring religious teachings, linked to this behaviour and how being kind promotes our Juniper values. |

The Nest (SEMH Unit) – online safety

| | |
|-----------|---|
| English | <ul style="list-style-type: none"> • Not communicating with people, you don't know online. • Learning about copyright and respecting other people's work. |
| Maths | <ul style="list-style-type: none"> • When using Maths games, follow online safety rules. • How people can manipulate you to steal your money online, e.g. fraud. |
| Science | <ul style="list-style-type: none"> • Learning about the impact of screentime on sleep and eyes. Learning about why we need breaks from screens. |
| Computing | <ul style="list-style-type: none"> • Think before you post, the impact of posts on others. • Learning about personal information, and why it should be kept private. • Recognising when someone is being unkind / bullying them online or when their behaviour could be considering bullying. • Only buy items online when you have permission from an adult, including in App purchases and trading with online friends. |
| History | <ul style="list-style-type: none"> • Compare communication in the past and now. • Learning why online safety rules exist today, they weren't needed in the past. |
| Geography | <ul style="list-style-type: none"> • Understand how the internet connects people around the world. • Knowing that not everyone has access to devices and the internet, e.g. Partner School in Zambia. • Learning why location sharing can be unsafe. |
| Art | <ul style="list-style-type: none"> • To learn how photographs can be changing using editing techniques, promoting unrealistic expectations. |
| Music | <ul style="list-style-type: none"> • To understand that some song lyrics are inappropriate for certain ages. |
| PE | <ul style="list-style-type: none"> • Understand the importance of limiting screentime to enable time for physical activity. How physical activity is important for our wellbeing and physical health. |
| DT | <ul style="list-style-type: none"> • To use the internet to inspire not replicate. |

| | |
|------|---|
| PSHE | <ul style="list-style-type: none">• Learning about online friendships and real-life friendships.• Identifying trusting adults who can help you when you feel unsafe online.• How devices can be using in a controlling way in an unhealthy relationship.• How people can take advantage of you online.• How you can't share nudes and semi-nudes.• Juniper Life-Skills curriculum has a discrete unit on Internet Safety and Harms |
| RE | <ul style="list-style-type: none">• Reflecting on how beliefs influence how people behave online. |