

Digital Citizenship (Staying Safe Online) – The Valley School Approach



The Valley Community Primary School

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Reviewed by: M. Dawood / J. Leonard

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Attached committee: Curriculum

The Valley's Approach to Digital Citizenship (Staying Safe Online)

Purpose of this document:

This document is supplementary to the approach taken in the following documents:

- Child Protection Policy
- Online Safety Policy
- Anti-Bullying Policy
- Behaviour Policy
- PSHE Policy
- Computing Policy

Key principles to Digital Citizenship at the Valley:

1. The school's teaching of digital citizenship is embedded within the Switched on Computing scheme.
2. The school also teaches specific lessons on digital citizenship which are threaded throughout the Jigsaw scheme.
3. The school recognises the increased risks identified regarding online grooming and radicalisation and teaches specific lessons each half term on aspects of digital citizenship so that pupils are armed with the attitudes and skills to remain safe online, recognise when the internet can be useful and fulfil the potential to be positive digital citizens.
4. The school participates in Safer Internet Day each year.
5. The school has invited the NSPCC to support parents and pupils through workshops, every 3 years in line with the NSPCC's commitments. Support from the NSPCC will continue post-Covid. This may take the form of school staff delivering sessions using NSPCC guidance and support.
6. The school has an online safety policy devised by the Council's child protection team in conjunction with Bolton Schools ICT. The latter provide filtering, firewall and virus protection services to school devices – please refer to the Online Safety Policy for further information.

Why is it so important?

Online safety is a whole school issue. The framework aims to support the development of the curriculum and is of particular relevance to PSHE education, Relationships and Sex Education, Health Education and Computing. It is designed, however, to be usable across the curriculum and to be central to a whole school approach to safeguarding and online safety.

There is a whole school approach to developing pupils as positive digital citizens, including arming them with strategies to stay safe online both at school and at home. Used well, the internet can be amazing but children may be exposed to sites, people and situations that we would prefer they avoid when they freely surf, game and chat. Parents are often concerned about their child's safety online, but even the most protective are sometimes unaware of how easily young people can access inappropriate or dangerous material through the internet, even using sites or programmes (especially games) that may appear safe.

At the Valley, pupils are taught about being safe online and enabling them to be aware of the risks in an age-appropriate way, ensuring that we enable discernment about safety without causing disproportionate alarm. Pupils are encouraged to talk about their online activity in the same way that we talk about other issues, to ensure a safe and supportive classroom environment in which to share ideas, experiences and worries. It is vital that children and young people fully understand how to keep themselves safe online and what to do and who to speak to if they feel in any way uncomfortable. The Valley School's approach supports children in recognising and understanding this.

At the Valley, we work with pupils to enable them with strategies to eliminate or minimise risk and have strategies for reporting issues but to also highlight the ways in which the online world can be used positively and enable our pupils to contribute positively as digital citizens.

These statistics show us the scope of the problem:

- There are over 2 million Apps that can be downloaded on Android/Apple devices with an average of 6000 being created and added daily.
- There are 2.2 billion online gamers worldwide.
- 1 in 4 children have experienced something upsetting on a social networking site. (Source: Lilley, C., Ball, R. and Vernon, H. (2014) The experiences of 11-16 year olds on social networking sites.)
- Around 1 in 8 young people have been bullied on social media (Source: Ofcom (2017) Children and Parents: Media Use and Attitudes Report (PDF))
- 3 in 4 parents have looked for or received information or advice about how to help their child manage online risks (Source: Ofcom (2017) Children and parents: media use and attitudes report (PDF))

- Almost 1 in 4 young people have come across racist or hate messages online. (Source: Livingstone, S. (2014) Net children go mobile: the UK report: a comparative report with findings from the UK 2010 survey by EU Kids Online (PDF))
- There were over 2,200 counselling sessions with young people who talked in Childline about online sexual abuse online in 2017/18 (Source: Bentley, H. et al (2018) How safe are our children? The most comprehensive overview of child protection in the UK 2018.

(source: <https://www.nspcc.org.uk/preventing-abuse/childabuse-and-neglect/online-abuse/facts-statistics/>)

Our Approach to Digital Citizenship at the Valley:

The school has a multi-faceted approach to teaching online safety and developing the positive digital citizens of tomorrow.

Within the curriculum, Digital Citizenship is taught through the following vehicles/subject areas:

- Switched on Online Safety (Computing) – delivered through specific lessons each half term using the Switched on Online Safety scheme
- Switched on Computing (Computing) – delivered and embedded throughout the Switched on Computing scheme
- Jigsaw (PSHE) – delivered and embedded across the scheme
- Specific school events, such as Safer Internet Day, Anti-Bullying Week and visits/assemblies/workshops from external organisations such as the NSPCC

Further details of the teaching and learning of digital citizenship in Computing and Jigsaw are set out overleaf.

Delivery in Computing – Switched on Online Safety & Switched on Computing

The school's long term plan for Computing sets out teaching units for years 1 to 6.

The units are taught half termly and are taken from the Switched on Online Safety scheme. Planning and teaching of lessons is supported by the scheme which outlines the learning focus for each unit.

The details of the Switched on Online Safety units are below:

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1	1.1 We are Year 1 rule writers	2.1 We are Year 2 rule writers	3.1 We are Year 3 rule writers	4.1 We are Year 4 rule writers	5.1 We are Year 5 rule writers	6.1 We are online safety ambassadors
Autumn 2	1.2 We are kind and thoughtful	2.2 We are not online bullies	3.2 We are digital friends	4.2 We are standing up to peer pressure	5.2 We are responsible for our online actions	6.2 We will not share inappropriate images
Spring 1	1.3 We are responsible internet and device users	2.3 We are safe searchers	3.3 We are internet detectives	4.3 We are aware that our digital content lasts forever	5.3 We are content evaluators	6.3 We are safe social networkers
Spring 2	1.4 We are information protectors	2.4 We are code masters	3.4 We are aware of our digital footprint	4.4 We are online risk managers	5.4 We are protecting our online reputation	6.4 We are respectful of others
Summer 1	1.5 We are good digital citizens	2.5 We are online behaviour experts	3.5 We are netiquette experts	4.5 We are respectful of digital rights and responsibilities	5.5 We are respectful	6.5 We are online safety problem solvers
Summer 2	1.6 We are responsible gamers	2.6 We are game raters	3.6 We are avatar creators	4.6 We are careful when talking to virtual friends	5.6 We are game changers	6.6 We are safe gaming experts

Online Safety Roadmaps (Years 1-6)

The online safety roadmaps below demonstrate where aspects of digital citizenship are discussed, taught and embedded throughout computing lessons.

YEAR 1	ONLINE SAFETY COVERAGE
Unit 1.1 We are treasure hunters	The children learn to use simple programmable toys safely and sensibly, as well as showing respect for the work of their peers. Web access is supervised and safe practices are encouraged. Similarly, any filming is done with appropriate consent and assent.
Unit 1.2 We are TV chefs	The pupils learn how to use digital video cameras safely and to show respect to those they are filming, including recognising the need for consent and assent. The importance of not sharing videos more widely than is appropriate is considered, as is the need to exclude information that might identify individuals from video recordings. When using the web, pupils learn to turn the screen off and tell their teacher if they encounter material that concerns them. The pupils also start to learn about copyright, recognising that they own the copyright in their original work and that this cannot be published or copied without their permission.
Unit 1.3 We are painters	In searching for images on the web, pupils work initially from a set of carefully chosen sites. They again learn that they should turn the screen off and tell their teacher if they encounter material that concerns them. If work is uploaded to a public area, the importance of protecting the children's identities is recognised, as is their intellectual property rights over their original work. An extension activity provides an initial opportunity for the children to learn some aspects of using email safely.
Unit 1.4 We are collectors	As pupils will be working with the web and searching for images, they'll need to make sure they use this technology safely, as well as showing respect for others' intellectual property through observing copyright conditions. The pupils are taught to turn the screen off and let their teacher know if they have any concerns over content they encounter. The pupils are also introduced to the school's Acceptable Use Policy, if they haven't already had this explained to them.
Unit 1.5 We are storytellers	The pupils learn to use audio recorders or microphones and audio recording software safely and sensibly. The pupils need to be aware of copyright material, and show appropriate respect for the owners of intellectual property when using technology. Regard is shown for appropriate consent and assent, school policies and third party terms and conditions if the pupils' stories are uploaded to external websites.
Unit 1.6 We are celebrating	The pupils have an opportunity to search for images on the web, and again learn to use technology safely, switching off the screen if they have concerns, and reporting these to their teacher. The pupils are taught to respect the copyright conditions associated with any third party images they use. Pupils only use photos of themselves if appropriate permission is in place. If children share their work, then attention is paid to protecting their identity and copyright. If they send cards by email they use a class address and consider some aspects of using email safely.

YEAR 2	ONLINE SAFETY COVERAGE
Unit 2.1 We are astronauts	The pupils must let their teacher know if they encounter inappropriate material when they search the web. If the pupils use third-party images in their projects, they should use images with public domain or Creative Commons licences. The pupils may upload their projects to the Scratch website, if they have registered for accounts using a parent's e-mail address. They learn to observe MIT's terms and condition.
Unit 2.2 We are games testers	There are concerns about the violent nature of some games. Choosing games wisely, including observing PEGI age restrictions and playing in moderation, are aspects of the safe and respectful use of technology that pupils learn about in this unit. As in Unit 2.1, the pupils may upload their projects to the Scratch website, if they have registered for accounts using a parent's e-mail address. Comments on the Scratch website are not moderated before they appear, although the pupils can report any which are inappropriate. This provides an opportunity to learn about where to go for help and support when they have concerns about content or contact.
Unit 2.3 We are photographers	The children learn that once images are posted online, it's impossible to control what happens to them. Facial recognition software and geotagging mean that those posting images might inadvertently fail to keep some personal information private. The children learn how to minimise these risks, and learn what they should do if they have concerns about images they encounter on the web. The children also learn about what is acceptable and unacceptable to photograph, for example, that it is usually not a good idea to take or share photographs in which children can be identified, or that might reflect badly on the school.
Unit 2.4 We are researchers	The pupils consider how to stay safe while researching online, and show respect for others' ideas and intellectual property by citing their sources, and using licensed images. Safe search filters are in place for using Google or Bing and school internet access is filtered.
Unit 2.5 We are detectives	The pupils learn about some of the risks associated with email. They learn that attached files can contain viruses or other harmful programs, that email addresses and embedded links can be 'spoofed', and that 'spam' is a common problem. It is recommended that all emails are sent and received via a single class email address. The password for this account is not shared with children. If the children do use individual accounts, they'll need to keep their account details private and share their email address only with people they know and trust.
Unit 2.6 We are zoologists	The pupils again learn that when sharing photographs and geo-location information online they need to consider the importance of keeping personal information private; they achieve this by not including names or photographs of people. The pupils are taught to respect rules for using digital equipment when out of the classroom, to ensure the equipment is kept safe and that they are not so focused on using it that they become unaware of risks around them.

YEAR 3	ONLINE SAFETY COVERAGE
Unit 3.1 We are programmers	The pupils need to consider copyright when sourcing images for their programs and/or uploading their own work to the Scratch community site. Searching for content for programs or viewing others' cartoons also offers an opportunity to develop safe search habits. If the pupils participate in the Scratch community, they need to think about what information they can share and how to participate positively in an online community, as well as obtaining parental permission.
Unit 3.2 We are bug fixers	The pupils could consider the implications of bugs in software. Participating in the Scratch community would enable the pupils to help others with their projects as well as allowing them to receive help on their own. Participation requires parental permission, and the pupils should consider what behaviour is acceptable online.
Unit 3.3 We are presenters	In filming one another, the pupils need to ensure that the appropriate permission has been obtained, and that they act respectfully and responsibly when filming, editing and presenting their work. The pupils should think through the implications of videos being made available on the school network or more widely via the internet. They should discuss why schools and other organisations have strict policies over filming.
Unit 3.4 We are vloggers	Pupils learn that everything they do online leaves a trail, culminating in their digital footprint. They discover the use of safe search modes or child friendly search engines, and learn what to do if they meet inappropriate content. They also become familiar with intellectual property rights, including Creative Commons Licenses, and the importance of acknowledging other people's work. Pupils learn that they should seek permission before taking photographs.
Unit 3.5 We are communicators	The pupils should think about the safe use of email. They learn how email can be used positively. They become aware of some of its risks, including malware attachments, hacked accounts, spam and spoofed links, but also learn how their exposure to such risks can be reduced. They consider the importance of introductions in extending circles of trust. They learn how video conferencing can be used positively, to support learning with a known partner.
Unit 3.6 We are opinion pollsters	The pupils learn some of the legal and ethical requirements for designing online surveys and processing data. They also consider what information it would be appropriate for them to give in an online survey, and some implications of data processing. The pupils can use online tools for collaborating on survey design and analysis, considering how to use these appropriately. The survey itself could address issues of the pupils' attitudes to online safety.

YEAR 4	ONLINE SAFETY COVERAGE
Unit 4.1 We are software developers	The pupils need to consider copyright when sourcing images or media for their programs and/or uploading their own work to the Scratch community site. Searching for content for their programs or viewing others' games also offers an opportunity to develop safe search habits. If the pupils participate in the Scratch community, they need to think about what information they can share and how to participate positively in an online community, as well as obtaining parental permission.
Unit 4.2 We are toy designers	The pupils again need to think carefully about copyright in sourcing images and other media for their toy prototypes and presentations, or if uploading their own work to the Scratch community. If the pupils do participate in the online Scratch community, they should think through how to do so in a safe and responsible manner, and should obtain their parents' consent. If the pupils link their programs to hardware, they need to take care to work safely with a range of tools and electronic equipment.
Unit 4.3 We are musicians	The pupils need to think about copyright when sourcing audio or publishing their own compositions. They are encouraged to use Creative Commons licensed content if working with others' audio files. There's an opportunity to discuss how copyright relates to music performed in school as well as illegal downloading and sharing of copyrighted music.
Unit 4.4 We are HTML editors	The pupils learn how easy it is to create content for the web. The unit provides an opportunity to address some of the risks of using the web, and how pupils could best keep themselves safe while doing so. They learn how easily web pages can be modified, which provides an opportunity to consider the reliability of web-based content.
Unit 4.5 We are co-authors	The pupils learn about Wikipedia, considering some strategies for evaluating the reliability of online content as well as the rules and processes that the Wikipedia community has evolved. The pupils develop a shared wiki, thinking carefully about how to do so safely and responsibly, and considering what conduct is appropriate when collaborating on a shared resource.
Unit 4.6 We are meteorologists	The pupils consider the importance of obtaining and using accurate data for any information-processing work. If the pupils film one another, they need to ensure appropriate permission is obtained and that recordings are made, edited and shown in safe, respectful and responsible ways. The pupils should think carefully about the implications of uploading their films to the school network or to the internet.

YEAR 5	ONLINE SAFETY COVERAGE
Unit 5.1 We are game developers	The pupils need to consider copyright when sourcing images or media for their games and/or uploading their own work to the Scratch community site. Searching for content for their games or viewing others' games also offers an opportunity to develop safe search habits. If the pupils participate in the Scratch community, they need to think about what information they can share and how to participate positively in an online community, as well as obtaining parental permission. The pupils might also consider some personal implications of playing games, perhaps including violent computer games.
Unit 5.2 We are cryptographers	The pupils learn how information can be communicated in secret over open channels, including the internet, using cryptography. They learn about the public key system used to sign and encrypt content on the web, and how they can check the security certificates of encrypted websites. They learn about the importance of password security for online identity and consider what makes a secure password.
Unit 5.3 We are artists	The unit provides an opportunity to reinforce messages around safe searching and evaluating the quality of online content. If the pupils upload their work for others to see, they should consider the importance of protecting personal information as well as recognising that they are sharing their own copyrighted work with an audience.
Unit 5.4 We are web developers	Online safety forms the focus of this unit, with the pupils working collaboratively to develop a website in which they present their own authoritative content on a broad range of issues around the safe and responsible use of technology. In doing so, they consider the reliability and bias of online content, how to contribute positively to a shared resource, and how to use search engines safely and effectively.
Unit 5.5 We are bloggers	The pupils write content for their own or a shared blog, thinking carefully about what can be appropriately shared online. They consider issues of copyright and digital footprint as well as what constitutes acceptable behaviour when commenting on others' blog posts. The pupils also think about the importance of creating high-quality online content and become more discerning in evaluating content as they review others' blogs. If the pupils' blogs are publicly accessible, it is important that any comments are moderated by their teacher; it is worth discussing with the pupils why the comments should be moderated.
Unit 5.6 We are architects	The pupils should observe good practice when searching for and selecting digital content. If the pupils choose to locate their 3D models geographically, they should avoid sharing private information. The pupils should think about copyright when adding content to their model or publishing images or videos of their model.

YEAR 6	ONLINE SAFETY COVERAGE
Unit 6.1 We are adventure gamers	Pupils learn to program a simple text-based adventure game in Python. It's important that pupils do not have admin privileges on their computers as Python can be used to provide access to shell/operating system commands. An alternative is to use the trinket.io online Python interpreter: the pupils need to observe terms and conditions and the usual precautions about not sharing information publicly. If the pupils base their games on published stories, they need to show respect for intellectual property in those works.
Unit 6.2 We are computational thinkers	The pupils learn about some common algorithms, recognising that more efficient solutions to the same problem can reduce the impact of computation on energy and other resources. They remix code on Scratch and Snap! websites, as permitted by Creative Commons licences for the code they work with, in much the same way as they might modify open source software. Pupils who wish to register for accounts on these sites need to observe the associated terms and conditions, which typically require parental consent.
Unit 6.3 We are advertisers	The pupils create short advertising videos. They learn the importance of observing school policy in relation to videoing, and the need to obtain consent. They think carefully about the implications of sharing content publicly on sites such as YouTube and consider how such publication would limit what they might include in their advert. They recognise the need to use video search platforms in restricted or education specific modes and bring to mind what they should do if they encounter inappropriate content. They learn to respect the intellectual property rights of others, and the need to observe licence terms for any content they do not create themselves.
Unit 6.4 We are network technicians	The pupils learn about how networks, including the internet, operate. They learn that data transmitted via the internet is not always encrypted. They consider some of the implications for privacy, e.g. their 'digital footprint' associated with using the internet. They become aware of the importance of DNS for safe use of the internet. They have the opportunity to use command line diagnostic tools safely and responsibly. They create posters or other documents to share their knowledge with others.
Unit 6.5 We are travel writers	The pupils take photographs, video and audio recordings on an educational visit. They should do so in accordance with school policy and any regulations of the venue for their visit. They should make sure they have permission if they are photographing a person, and of the landowner if on private property. Pupils learn about geotagging GPS location data in photographs and smartphone tracklogs, and consider the privacy implications of this. Pupils think carefully about what media, metadata and information it is safe, respectful and responsible to share publicly. There is the opportunity in this unit for pupils to use their own smartphones or tablet computers, which should be done in accordance with relevant school policies.
Unit 6.6 We are publishers	The pupils create a school magazine or yearbook. They consider carefully the implications of including photographs of pupils in their work, recognising that typically names would not be used in captions and that they should have permission to publish any pictures they use. They respect school policies and relevant legislation. They also recognise that intellectual property exists in other pupils' work and that this should be respected, so include such excerpts only with permission. They also learn that sensitive personal information should not be included in publications such as these, thinking carefully about what this means in practice.

Delivery in PSHE – Jigsaw

Within the Jigsaw scheme of work, digital citizenship is covered specifically or included in activities. Units are taught half termly.

The six whole-school units of work in Jigsaw are shown below:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

The grids below show where and how frequently Jigsaw approaches issues and supports children in safely navigating their online world, whilst also balancing the positive aspects of the internet.

Being Me in My World						
	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Celebrating Difference						
	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Dreams & Goals						
	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Healthy Me						
	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Relationships						
	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Changing Me						
	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

As well as those covered in activities within generic lessons such as “how to deal with bullying” which includes cyber-bullying, specific online topics within Jigsaw include:

- Keeping safe online and who to go to for help
- Learning to discern what is real/fake, and safe/unsafe
- Rights and responsibilities online
- Online gaming and gambling
- Reducing screen time
- Dangers of online exploitation
- Online pressures and influences that can impact on a person’s wellbeing e.g. comparison of body image, watching video material that is frightening or encourages risky harmful behaviour
- Social networking – the pros and cons
- SMARRT internet safety rules
- Online identity

Jigsaw PSHE fully supports children in an age-appropriate and enjoyable way, allowing them to enter the online world knowing how to keep themselves and others safe.

Jigsaw PSHE and Education for a Connected World

Education for a Connected World is a framework to equip children and young people for digital life. It was written by the UK Council for Internet Safety and enables the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world. It focuses specifically on eight different aspects of online education:

1. Self-image and identity	This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.
2. Online relationships	This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.
3. Online reputation	This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.
4. Online bullying	This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.
5. Managing online information	This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.
6. Health, well-being and lifestyle	This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.
7. Privacy and security	This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.
8. Copyright and ownership	This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

Mapping Jigsaw PSHE with Digital Citizenship

The mapping below outlines where Jigsaw PSHE can support schools to ensure they are delivering high-quality online safety education. Whilst PSHE as a subject can provide many appropriate and relevant learning opportunities for children in terms of online safety, it is expected that other subjects will contribute to their learning too, as is expected of a broad and balanced curriculum.

Jigsaw PSHE teaches personal development relevant to students' real world; this enables strong skills-based foundations to be laid, so that when online, children and young people manage themselves and situations better – with more discernment, assertiveness and clarity.

Many of the learning outcomes laid out in the framework are couched in terms of being online, when in fact these skills are perhaps best learnt initially in offline examples; they can then be applied to online situations. Nevertheless, there are some explicit lessons that cover online safety in more depth, which are noted in the mapping below. The learning outcomes that are covered from the framework are also supplemented by the Switched on Computing and Switched on Online Safety lessons delivered in school alongside the key principles covered earlier in this policy. Jigsaw enables safe online behaviour and relationships as well as focussing on healthy, positive offline relationships etc.

Jigsaw is organised into 6 half-term units, called Puzzles, designed to be delivered in sequence from the beginning to the end of the school year in order to build progression in learning through this spiral curriculum.

The Puzzles:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

These Puzzles are cited in the grid below, giving a flavour of how the outcomes in 'Education for a Connected World (2020)' are included in the Jigsaw Programme in the different Key Stages.

Online relationships

I can recognise some ways in which the Internet can be used to communicate.

I can give examples of how I (might) use technology to communicate with people I know.

KS1 Jigsaw

Relationships

Additional lesson – Being safe online

Children learn to identify ways that some people might behave differently online and who to ask for help if they are worried; they also learn to recognise that not everything that is online is true, including who people say they are.

I can give examples of when I should ask permission to do something online and explain why this is important.

I can use the Internet with adult support to communicate with people I know (e.g. video call apps or services).

I can explain why it is important to be considerate and kind to people online and to respect their choices.

I can explain why things one person finds funny or sad online may not always be seen in the same way by others.

I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).

I can explain who I should ask before sharing things about myself or others online.

I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.

I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.

I can identify who can help me if something happens online without my consent.

I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.

I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.

Year 1 Jigsaw

Relationships

Piece 4 – People who help us

If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.

Online reputation

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I can identify ways that I can put information on the internet.	I can recognise that information can stay online and could be copied.	I can explain how information put online about someone can last for a long time.
	I can describe what information I should not put online without asking a trusted adult first.	I can describe how anyone's online information could be seen by others.
		I know who to talk to if something has been put online without consent or if it is incorrect.

KS1 Jigsaw

Healthy Me

Additional lesson – Learning about the internet

Children learn to identify ways that the internet can be used safely to find things out and communicate in everyday life, whilst also recognising that not everything that is online is true.

Online bullying

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I can describe ways that some people can be unkind online.	I can describe how to behave online in ways that do not upset others and can give examples.	I can explain what bullying is, how people may bully others and how bullying can make someone feel.
I can offer examples of how this can make others feel.		I can explain why anyone who experiences bullying is not to blame.
		I can talk about how anyone experiencing bullying can get help.

Year 1 Jigsaw

Celebrating Difference

Pieces 3 & 4

Children learn about what bullying is and how it might feel to be bullied; they also identify who they can talk to if they are unhappy or being bullied and can identify that bullying is sometimes about difference allows children to understand more and to decide not to bully. Children are empowered to know what is right and wrong and to look after themselves. This whole Puzzle reinforces the messages about tolerance, difference and similarity, and how to be a better friend, and how to deal with bullying if it arises.













Managing online information

I can talk about how to use the Internet as a way of finding information online.

I can identify devices I could use to access information on the Internet.

I can give simple examples of how to find information using digital technologies, e.g. **search engines**, **voice activated searching**.

I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.

I know how to get help from a **trusted adult** if we see content that makes us feel sad, uncomfortable worried or frightened.

I can use simple keywords in **search engines**.

I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).

I can explain what **voice activated searching** is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).

I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.

I can explain why some information I find online may not be real or true.

Year 1 Jigsaw

Relationships

Piece 4 – People who help us

If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.













Health, well-being and lifestyle

KS1 Jigsaw

Healthy Me

Additional lesson – Learning about the internet

Children learn to identify ways that the internet can be used safely to find things out and communicate in everyday life, whilst also recognising that not everything that is online is true.

I can identify rules that help keep us safe and healthy in and beyond the home when using technology.

I can give some simple examples of these rules.

I can explain rules to keep myself safe when using technology both in and beyond the home.

I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.

I can say how those rules / guides can help anyone accessing online technologies.










Privacy and security

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).

I can describe who would be trustworthy to share this information with; I can explain why they are trusted.

I can explain that passwords are used to protect information, accounts and devices.

I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).

I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.

I can explain how passwords can be used to protect information, accounts and devices.

I can explain and give examples of what is meant by 'private' and 'keeping things private'.

I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).

I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).

Year 1 Jigsaw

Relationships

Piece 4 – People who help us

If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.










Copyright and ownership

KS1 Jigsaw

All Puzzles

All Pieces

Children's use of the Jigsaw Journal can be seen as a portfolio of their work and reflections through each Puzzle, where they recognise their work as their own.

I know that work I create belongs to me.

I can name my work so that others know it belongs to me.

I can explain why work I create using technology belongs to me.

I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').

I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content).

I understand that work created by others does not belong to me even if I save a copy.

I can recognise that content on the Internet may belong to other people.

I can describe why other people's work belongs to them.



Self-Image and Identity

I can explain what is meant by the term 'identity'.

I can explain how people can represent themselves in different ways online.

I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an **avatar**; social media) and why.

I can explain how my online identity can be different to my offline identity.

I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.

I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.

I can explain how identity online can be copied, modified or altered.

I can demonstrate how to make responsible choices about having an online identity, depending on context.

I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.

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.

I can explain the importance of asking until I get the help needed.

Year 6 Jigsaw

Relationships

Piece 1 – Recognising Me

Children learn to have an accurate picture of who they are in terms of their characteristics and personal qualities.

Year 6 Jigsaw

Relationships

Pieces 2-6 (Online safety lessons)

In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities are being online, staying safe, and relationships with technology all make reference to online image and identity within these lessons.

I can describe ways people who have similar likes and interests can get together online.	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming , gaming platforms).	I can give examples of technology-specific forms of communication (e.g. emojis , memes and GIFs).	I can explain how sharing something online may have an impact either positively or negatively.
I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.	I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.
I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.	I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.	I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).	I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs .
I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.		I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.
I can explain how someone's feelings can be hurt by what is said or written online.		I can demonstrate how to support others (including those who are having difficulties) online.	
I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.			

Year 5 Jigsaw

Relationships

Pieces 2-6 (Online safety lessons)

In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, and relationships with technology all make reference to online image and identity within these lessons.

Year 6 Jigsaw

Relationships

Pieces 5 & 6 (Online safety lessons)

Children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and well-being. Piece 6 focuses on the SMARRT rules and how to stay safe and happy online – and what to do if you don't feel safe.



Online reputation

I can explain how to search for information about others online.

I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.

I can explain who someone can ask if they are unsure about putting something online.

I can describe how to find out information about others by searching online.

I can explain ways that some of the information about anyone online could have been created, copied or shared by others.

I can search for information about an individual online and summarise the information found.

I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.

I can explain the ways in which anyone can develop a positive online reputation.

I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of **anonymity**.

Year 3 Jigsaw

Relationships

Piece 3 – Keeping myself safe online

Children learn and rehearse using strategies for keeping themselves safe online; they also learn who to ask for help if they are worried or concerned about anything online.

Year 6 Jigsaw

Relationships

Piece 6 – Using technology responsibly

This lesson offers the opportunity for children to learn to use technology positively and safely, so they can communicate respectfully.

Year 5 Jigsaw

Relationships

Pieces 2-6 (General online safety lessons)

In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, relationships with technology and online communities and gaming are discussed and learnt about in detail.



Online bullying

I can describe appropriate ways to behave towards other people online and why this is important.

I can give examples of how bullying behaviour could appear online and how someone can get support.

I can recognise when someone is upset, hurt or angry online.

I can describe ways people can be bullied through a range of media (e.g. image, video, text, **chat**).

I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).

I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.

I can describe how what one person perceives as playful joking and teasing (including **'banter'**) might be experienced by others as bullying.

I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.

I can identify a range of ways to report concerns and access support both in school and at home about online bullying.

I can explain how to block abusive users.

I can describe the **helpline services** which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).

I can describe how to capture bullying content as evidence (e.g. **screen-grab**, **URL**, **profile**) to share with others who can help me.

I can explain how someone would report online bullying in different contexts.

Year 3 Jigsaw

Relationships

Piece 3 – Keeping myself safe online

Children learn and rehearse using strategies for keeping themselves safe online; they also learn who to ask for help if they are worried or concerned about anything online.

Year 5 Jigsaw

Relationships

Piece 2 – Being in an online community

This lesson covers the rights and responsibilities of being online, and how an online community can help or hinder an individual.

Year 6 Jigsaw

Celebrating Difference

Piece 4 – Why bully?

Children are encouraged to practise and use a variety of strategies in managing their feelings in bullying scenarios – and how they can help solve problems if they are part of a bullying situation.



Managing online information

I can demonstrate how to use key phrases in search engines to gather accurate information online.

I can explain what **autocomplete** is and how to choose the best suggestion.

I can explain how the Internet can be used to sell and buy things.

I can explain the difference between a 'belief', an 'opinion' and a 'fact', and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.

I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).

I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.

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 describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).

I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers, **in-app purchases**, **pop-ups**) and can recognise some of these when they appear online.

I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.

I can explain that technology can be designed to act like or impersonate living things (e.g. **bots**) and describe what the benefits and the risks might be.

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.

I can explain the benefits and limitations of using different types of search technologies e.g. voice-activated search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result.

I can explain what is meant by 'being **sceptical**'; I can give examples of when and why it is important to be 'sceptical'.

I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.

I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.

I can identify ways the Internet can draw us to information for different agendas, e.g. website notifications, **pop-ups**, targeted ads.

I can explain how search engines work and how results are selected and ranked.

I can explain how to use search technologies effectively.

I can describe how some online information can be opinion and can offer examples.

I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.

I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for **fake news**).

I understand the concept of **persuasive design** and how it can be used to influence peoples' choices.

I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by **vloggers**, **content creators**, **influencers**).

I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.

I can describe how **fake news** may affect someone's emotions and behaviour, and explain why this may be harmful.

I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.

I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.

I can explain how companies and news providers target people with online news stories: they are more likely to engage with and how to recognise this.

I can describe the difference between online **misinformation** and **dis-information**.

I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).

I can identify, flag and report inappropriate content.

It is important that learning outcomes are interpreted within contexts that are relevant to the learner's experience and are achieved through learning that is matched to the readiness of the learner.

Year 5 Jigsaw

Relationships

Pieces 2-6 (General online safety lessons)

In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, relationships with technology and online communities and gaming are discussed and learnt about in detail.

Year 6 Jigsaw

Relationships

Piece 5 – Being online: real or fake? Safe or unsafe?

This lesson helps children determine whether that they see online is safe and helpful – and whether it is true or fake. It also helps them to learn about resisting pressure online and becoming more discerning. The Jigsaw SMART rules are followed in this lesson, meaning that children have agency over their actions and know where to go for help if they need it.



Health, well-being and lifestyle

I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).

I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).

I can explain how using technology can be a distraction from other things, in both a positive and negative way.

I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.

I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.

I can describe some strategies, tips or advice to promote health and well-being with regards to technology.

I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.

I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.

I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.

I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.

I can recognise features of **persuasive design** and how they are used to keep users engaged (current and future use).

I can assess and action different strategies to limit the impact of technology on health (e.g. **night-shift mode**, regular breaks, correct posture, sleep, diet and exercise).

Year 5 Jigsaw

Relationships

Pieces 2-6 (General online safety lessons)

In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, relationships with technology and online communities and gaming are discussed and learnt about in detail. Screen time is a focus of Piece 5, as children learn to recognise when they are spending too long on their devices – and to know how to help themselves.



Privacy and security

I can describe simple strategies for creating and keeping passwords private.

I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.

I can describe how connected devices can collect and share anyone's information with others.

I can describe strategies for keeping personal information private, depending on context.

I can explain that Internet use is never fully private and is monitored, e.g. adult supervision.

I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.

I know what the **digital age of consent** is and the impact this has on online services asking for consent.

I can explain what a **strong password** is and demonstrate how to create one.

I can explain how many free apps or services may read and share private information (e.g. friends, contacts, **likes**, images, videos, voice, messages, **geolocation**) with others.

I can explain what app permissions are and can give some examples.

I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).

I can explain what to do if a password is shared, lost or stolen.

I can describe how and why people should keep their software and apps up to date, e.g. auto updates.

I can describe simple ways to increase privacy on apps and services that provide privacy settings.

I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. **scams**, **phishing**).

I know that online services have **terms and conditions** that govern their use.

Year 6 Jigsaw

Relationships

Piece 6 – Using technology responsibly

This lesson offers the opportunity for children to learn to use technology positively and safely, so they can communicate respectfully. It allows children the opportunity to take responsibility for their own safety and their well-being.

Year 5 Jigsaw

Relationships

Piece 6 – Relationships and technology

Under the banner of keeping safe online, children learn about resisting pressure to use technology that could be risky or may cause harm to themselves or others.



Copyright and ownership

I can explain why copying someone else's work from the Internet without permission isn't fair and can explain what problems this might cause.

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.

I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.

I can assess and justify when it is acceptable to use the work of others.

I can give examples of content that is permitted to be reused and know how this content can be found online.

I can demonstrate the use of search tools to find and access online content which can be reused by others.

I can demonstrate how to make references to and acknowledge sources I have used from the Internet.

Year 5 Jigsaw

Relationships

Pieces 2-6 (General online safety lessons)

In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, relationships with technology and online communities and gaming are discussed and learnt about in detail. Piece 4 focuses on the gaming community, where children can learn about some legalities of the internet, including what age limits and use limits exist within some online communities.