



Intent

Why do we teach what we teach?

In an ever growing technological world, it is important that children have the knowledge and skills to stay safe online. Online Safety supports the school's wider curriculum vision by promoting responsibility, respect, resilience and wellbeing, enabling pupils to become confident, safe and informed digital citizens. The curriculum is aligned with the National Curriculum for Computing, the statutory PSHE framework, *Keeping Children Safe in Education* and UK Council for Internet Safety guidance, ensuring that all statutory requirements are met. Learning is carefully sequenced from EYFS through to Key Stage 2 in line with the school's Online Safety Progression Document, with key concepts such as privacy, online relationships, digital identity, wellbeing and information reliability revisited and developed in an age-appropriate way. Pupils build substantive knowledge about online risks, safety strategies and digital systems, alongside disciplinary knowledge such as evaluating information, making informed decisions and applying safe behaviours independently.

The Online Safety curriculum is inclusive and accessible to all learners, including pupils with SEND and those who are disadvantaged. Teaching approaches are adapted through the use of clear language, visual supports, scaffolded discussions, modelling and opportunities for repetition and overlearning. Learning is delivered through a combination of PSHE and Computing lessons, ensuring strong links between personal wellbeing, relationships education and technical understanding. This integrated approach allows all pupils to access the curriculum, develop confidence and succeed, while reinforcing consistent messages about Online Safety across subjects and the wider school experience.

Implementation

How do we teach what we teach?

Online Safety is taught throughout the school within both the PSHE and Computing curriculum and is reinforced whenever pupils access digital devices during the school day. More specific learning objectives that require the use of devices and how to remain safe online are taught through discrete Computing lessons, while those relating to relationships, mental health and personal safety are delivered through PSHE. Teaching takes place regularly across the academic year, including termly Online Safety lessons, in line with whole-school curriculum expectations. Online Safety learning is further enhanced through whole-school events such as Safer Internet Day, delivered in line with the national campaign, and through focused teaching during Mental Health Week. Lessons are designed to be engaging and age-appropriate, with some objectives delivered through discussion or circle time to provide pupils with opportunities to share ideas, raise concerns and express viewpoints in a safe and supportive environment.

Children record their learning in a range of ways, including written work in PSHE floor book or google classroom for Computing via digital outcomes, research activities, posters and teacher-recorded discussions. Lessons are planned using recognised schemes and national guidance, which are adapted to meet the needs of each class. The curriculum is carefully sequenced to ensure progression, with key Online Safety concepts revisited and built upon as pupils' access to technology increases. Subject-specific vocabulary is explicitly taught and reinforced across both PSHE and Computing lessons. Teachers are supported through access to high-quality resources, shared planning and ongoing professional development to ensure strong and up-to-date subject knowledge based on the Kapow scheme for online safety. Online Safety is also supported beyond the classroom through workshops and information sessions for parents, helping to promote consistent messages between home and school.

Impact

How do we know what pupils have learnt and how they have learnt it?

At High View Primary School, the impact of our Online Safety curriculum is seen in the development of pupils as happy, healthy, and confident members of society, both online and offline, in line with our values of responsibility, self-belief, belonging, respect, creativity, perseverance, and curiosity. Pupils demonstrate progress through their knowledge, decision-making, communication skills, and responsible online behaviour. Learning is recorded in PSHE and Computing books, with whole-class floor books in Key Stage 1 and individual books in Key Stage 2, while teachers address misconceptions through discussion, monitor learning in pupils' work, and assess retention via quizzes, scenario-based tasks, or labelled diagrams.

The impact of Online Safety is also evaluated through pupil voice, reflective discussions, observation of device use in lessons, and participation in events such as Safer Internet Day and Mental Health Week. Parental feedback from workshops and home activities informs teaching and reinforces learning beyond school. Staff reflect on lesson effectiveness and moderate outcomes across year groups to ensure progression. Where appropriate, records of online-related incidents are reviewed to identify strengths and areas for development. This comprehensive approach ensures that all pupils, including those with SEND or additional needs, develop the knowledge, skills, and resilience to stay safe online while embedding the school's values and fostering positive attitudes towards responsible digital citizenship.

Long Term Planning

Online Safety is planned and mapped across the whole school through both the PSHE and Computing curricula to ensure a coherent and progressive approach from EYFS to Key Stage 2. The school's PSHE and Computing progression documents clearly highlight where Online Safety learning is taught as well as

having an online safety progression document, showing how knowledge, skills, and statutory requirements are revisited and developed each year. In PSHE, Online Safety is integrated into topics such as relationships, health and wellbeing, and personal safety, while in Computing, it is linked to responsible device use, digital identity, privacy, copyright, evaluating online information, and online communication. Termly lessons, whole-school events such as Safer Internet Day and Mental Health Week, and parent workshops are also planned and referenced within these documents, ensuring that Online Safety is reinforced both in lessons and across the wider school community. This approach ensures that all pupils, including those with SEND or additional needs, progressively build the skills and knowledge to stay safe online and make responsible decisions as confident digital citizens.