



ST. ANNE'S COPP CHURCH OF ENGLAND PRIMARY SCHOOL,



GREAT ECCLESTON



ONLINE SAFETY OVERVIEW

In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in **compassion** and **understanding**, **promote justice** and possess commitment and **aspire** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **courage** they show when making brave choices and understand the importance of becoming the very best versions of themselves.

"Let us love, not in word, but in truth and action." (1 John 3:18)

At St-Anne's Copp, Great Eccleston, our aim is to equip our children with the appropriate knowledge and tools to be able to use online services safely and effectively.

In a 2025 report by internetmatters.org, they took responses from around 1000 families in the UK to evaluate and track the impact of technology on children. **Alarmingly, they found that two-thirds (67%) of children have experienced harm online. Nearly two-fifths of parents (38%) now believe the internet negatively affects their child's health**, a concern that has grown for the second year in a row. You can find the rest of their findings here - [Children's Wellbeing in a Digital World 2025 | Internet Matters.pdf](#).

As a school, we recognise the need to tackle the ever-changing issues that arise from the virtual world. We have therefore carefully planned a curriculum which educates children about these issues, giving them the invaluable knowledge to tackle these issues as they get older. We will also act promptly to discuss any topics which may arise in a particular year group.

All children will cover the following online safety topics, pitched appropriately for their age:

- Self-image and identity
- Online relationships
- Online reputation
- Online bullying
- Managing online information
- Health, well-being and lifestyle
- Privacy and security
- Copyright and Ownership
- Artificial Intelligence (Y5 and Y6)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR	Online reputation: I can identify ways that I can put information on the internet.	Health, wellbeing and lifestyle: I can identify rules that help keep us safe and healthy in and beyond the home when using technology.	Privacy and security: I can identify some simple examples of my personal information (e.g. name, address, age, birthday, location).	Online bullying: I can describe ways that some people can be unkind online.	Copyright and ownership: I know that work I create belongs to me.	Online relationships: I can recognise some ways in which the internet can be used to communicate.

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Y1	Self-image and identity: I can recognise that there may be people online who could make someone feel sad, embarrassed or upset	Copyright and ownership: I can save my work under a suitable title or name so that others know it belongs to me.	Managing information online: 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.	Online relationships: I can give examples of when I should ask permission to do something online and explain why this is important.	Health, well-being and lifestyle: I can explain rules to keep myself safe when using technology both in and beyond home	Online reputation: I can recognise that information can stay online and could be copied.
Y2	Online relationships: I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online	Online bullying: I can explain what bullying is, how people may bully others and how bullying can make someone feel.	Self-image and identity: I can explain how other people may look and act differently online and offline	Privacy and security: I can explain how passwords can be used to protect information, accounts and devices.	Online reputation: I can explain how information put online about someone can last for a long time	Copyright and ownership: I can recognize that content online may belong to other people.
Y3	Online bullying: I can describe appropriate ways to behave towards other people online and why this is important	Online relationships: I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	Managing online information: I can demonstrate how to use key phrases in search engines to gather accurate information online	Self-image and identity: I can explain how people can present themselves in different ways online.	Health, wellbeing and lifestyle: I can explain why spending too much time using technology can have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged	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.
Y4	Privacy and security: I can describe strategies for keeping personal information private, depending on context	Managing information online: 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.	Copyright and ownership: 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	Online bullying: I can describe ways people can be bullied through a range of media.	Self-image and identity: I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this	Health, wellbeing and lifestyle: I can explain how using technology can be a distraction from other things, in both a positive and negative way.

Y5	Online relationships: I can explain that there are some people who I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault	Managing information online: I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.	Online reputation: I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect	Privacy and security: I can explain what a strong password is and demonstrate how to create one.	Online bullying: I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying	Artificial Intelligence: I know that AI systems are made by humans. I know that humans must act responsibly and make sure new technology works for everyone. I know that the 'personality' of an AI voice assistant has an influence on how we interact with it.
Y6	Managing online information: 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	Online bullying: I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.	Self-image and identity: 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	Copyright and ownership: I can demonstrate the use of search tools to find and access online content which can be reused by others.	Online relationships: 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	Artificial Intelligence: Understand how simple machine learning works. Understand some of the risks with machine learning and AI. Teach a machine to distinguish between two or more audio or visual variables. To understand what a 'deepfake' is.