

Where do we meet the DfE statutory requirements for online safety?

Below you can see the lessons that are set to be taught to meet the curriculum.

SCARF have mapped their lessons to the new curriculum, ensuring that by following the SCARF lesson plans, the lessons meet the requirements of the National Curriculum. The DfE don't expect every statement to be covered every year. SCARF lessons are carefully planned as part of a spiral curriculum, covering all subjects in an age-appropriate way. Some lessons provide the fundamental building blocks needed for children to achieve the end of primary school outcomes, relating indirectly to those outcomes.

The online safety elements mainly fall under the objectives for **online relationships** and **internet safety and harms**. Others that are linked from different strands have been listed below. You will see the objective on the left and the lessons which cover this objective on the right hand side.

Online relationships

Learning Objective	SCARF lesson plans that support the learning of this
1. That people sometimes behave differently online, including by pretending to be someone they are not.	Y1 Sharing pictures Y2 Playing games Y3 None of your business! Y3 I am fantastic! Y4 Ok or not ok? (part 2) Y5 Spot bullying Y5 Play, like, share Y6 Fakebook friends Y6 Joe's story (part 2) (OPTIONAL) Y6 What's the risk? (2) Y6 To share or not to share? Y6 Pressure online Y6 Media manipulation
2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	Y1 Sharing pictures Y2 Playing games Y3 Relationship tree Y3 None of your business! Y3 Zeb Y3 Let's celebrate our differences Y4 Ok or not ok? (part 2) Y4 How do we make a difference? Y4 How dare you! Y4 Can you sort it? Y5 Spot bullying Y5 Communication (OPTIONAL) Y5 Play, like, share

Learning Objective	SCARF lesson plans that support the learning of this
	Y5 Is it true? Y6 We have more in common than not Y6 Think before you click! Y6 I look great! Y6 It's a puzzle (OPTIONAL)
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	R Keeping safe online Y1 Sharing pictures Y2 Playing games Y3 Super Searcher Y3 None of your business! Y4 How do we make a difference? Y4 Traffic lights (OPTIONAL) Y4 Picture wise Y4 Keeping ourselves safe Y5 Communication (OPTIONAL) Y5 Spot bullying Y5 Play, like, share Y5 Is it true? Y6 What's the risk? (2) Y6 To share or not to share? Y6 Pressure online Y6 Think before you click! Y6 It's a puzzle (OPTIONAL)
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Y1 Sharing pictures Y2 Playing games Y3 Super Searcher Y3 Recount task Y3 None of your business! Y4 Danger, risk or hazard? Y4 In the news! Y4 Can you sort it? Y4 Making choices Y5 Fact or opinion? Y5 Play, like, share Y5 Is it true? Y6 Pressure online Y6 Think before you click! Y6 It's a puzzle (OPTIONAL)
5. How information and data is shared and used online.	Y1 Sharing pictures Y2 Playing games Y3 Super Searcher Y3 None of your business!

Learning Objective	SCARF lesson plans that support the learning of this
	Y3 Raisin challenge (1) (OPTIONAL) Y4 Raisin challenge (2) Y4 That is such a stereotype! Y4 In the news! Y4 Traffic lights (OPTIONAL) Y4 Picture wise Y5 Spot bullying Y5 Is it true? Y5 Play, like, share Y6 To share or not to share? Y6 Pressure online Y6 It's a puzzle (OPTIONAL)

Internet safety and harms

Learning Objective	SCARF lesson plans that support the teaching and learning of this
1. That for most people the internet is an integral part of life and has many benefits.	Y1 Sharing pictures Y2 Playing games Y3 Super Searcher Y5 Play, like, share Y6 It's a puzzle (OPTIONAL)
2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	Y2 Playing games Y3 Raisin challenge (1) (OPTIONAL) Y4 Raisin challenge (2) Y4 That is such a stereotype! Y4 Danger, risk or hazard? Y4 SCARF hotel Y4 In the news! Y5 Is it true? Y5 Play, like, share Y6 Boys will be boys? - challenging gender stereotypes Y6 Five Ways to Wellbeing project Y6 Media manipulation Y6 I look great!
3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of	Y1 Sharing pictures Y2 Playing games Y3 None of your business! Y3 Super Searcher Y4 SCARF hotel Y4 Traffic lights (OPTIONAL)

Learning Objective	SCARF lesson plans that support the teaching and learning of this
keeping personal information private.	Y4 Picture wise Y5 Play, like, share Y5 Is it true? Y6 To share or not to share? Y6 It's a puzzle (OPTIONAL)
4. Why social media, some computer games and online gaming, for example, are age restricted.	Y3 As a rule Y5 Star qualities? Y5 Spot bullying Y6 Think before you click! Y6 It's a puzzle (OPTIONAL) Y6 Fakebook friends
5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	Y1 Sharing pictures Y2 Playing games Y3 None of your business! Y3 Zeb Y3 Let's celebrate our differences Y4 Picture wise Y4 Under pressure Y4 That is such a stereotype! Y5 Is it true? Y5 Play, like, share Y5 Spot bullying Y6 Think before you click! Y6 Media manipulation Y6 It's a puzzle (OPTIONAL) Y6 To share or not to share?
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Y3 Super Searcher Y3 Recount task Y3 Raisin challenge (1) (OPTIONAL) Y4 Raisin challenge (2) Y4 That is such a stereotype! Y4 In the news! Y5 Fact or opinion? Y5 What's the story?

Learning Objective	SCARF lesson plans that support the teaching and learning of this
	Y5 Smoking: what is normal? (OPTIONAL) Y5 Vaping: healthy or unhealthy? Y5 Is it true? Y6 What's the risk? (2) Y6 Fakebook friends Y6 Two sides to every story Y6 Boys will be boys? - challenging gender stereotypes
7. Where and how to report concerns and get support with issues online.	Y1 Sharing pictures Y2 Playing games Y3 None of your business! Y4 In the news! Y5 Play, like, share Y6 To share or not to share? Y6 It's a puzzle (OPTIONAL)

* There are some requirements that do not fall under the two main objectives listed at the top of this document. These have been listed below.

Being safe

Learning Objective	SCARF lesson plans that support the teaching and learning of this
1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Y1 Good or bad touches? Y1 Surprises and secrets Y1 Harold's school rules Y1 Sharing pictures Y2 Playing games Y2 Some secrets should never be kept Y2 Fun or not?

Learning Objective	SCARF lesson plans that support the teaching and learning of this
	<p>Y2 What should Harold say?</p> <p>Y2 Should I tell?</p> <p>Y2 How safe would you feel?</p> <p>Y3 Safe or unsafe?</p> <p>Y3 Dan's dare</p> <p>Y3 None of your business!</p> <p>Y3 Raisin challenge (1) (OPTIONAL)</p> <p>Y4 Raisin challenge (2)</p> <p>Y4 What would I do?</p> <p>Y4 How dare you!</p> <p>Y4 Secret or surprise?</p> <p>Y4 Islands</p> <p>Y5 Taking notice of our feelings</p> <p>Y5 Would you risk it?</p> <p>Y5 Independence and responsibility</p> <p>Y5 Ella's diary dilemma</p> <p>Y5 Play, like, share</p> <p>Y5 Is it true?</p> <p>Y6 Acting appropriately</p> <p>Y6 What's the risk? (2)</p> <p>Y6 Pressure online</p> <p>Y6 To share or not to share?</p> <p>Y6 OK to be different</p> <p>Y6 Think before you click!</p> <p>Y6 What's the risk? (1)</p> <p>Y6 It's a puzzle (OPTIONAL)</p>
<p>2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p>	<p>R Keeping safe online</p> <p>R Me and my body - girls and boys</p> <p>Y1 Sharing pictures</p> <p>Y1 Surprises and secrets</p> <p>Y1 Good or bad touches?</p> <p>Y2 Should I tell?</p> <p>Y2 Playing games</p> <p>Y2 Some secrets should never be kept</p> <p>Y2 My body, your body</p>

Learning Objective	SCARF lesson plans that support the teaching and learning of this
	Y2 Respecting privacy Y3 Secret or surprise? Y3 The Risk robot Y4 Secret or surprise? Y4 How do we make a difference? Y5 Dear Ash Y5 Growing up and changing bodies Y5 Ella's diary dilemma Y6 It's a puzzle (OPTIONAL) Y6 To share or not to share? Y6 What's the risk? (2) Y6 Acting appropriately
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	R Listening to my feelings R Life Stages: Human life stage - who will I be? R Me and my body - girls and boys Y1 Keeping privates private Y2 Should I tell? Y2 What should Harold say? Y2 I don't like that! Y2 How safe would you feel? Y2 Some secrets should never be kept Y2 Fun or not? Y3 Body space Y4 Secret or surprise? Y4 Islands Y5 Taking notice of our feelings Y5 Growing up and changing bodies Y6 Making babies Y6 Acting appropriately Y6 Don't force me Y6 Pressure online Y6 To share or not to share?
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	R People who help to keep me safe Y1 Surprises and secrets Y2 I don't like that! Y2 What should Harold say? Y2 Some secrets should never be kept Y3 None of your business! Y3 Danger or risk? Y3 Safe or unsafe? Y4 Secret or surprise? Y4 Danger, risk or hazard? Y5 Taking notice of our feelings

Learning Objective	SCARF lesson plans that support the teaching and learning of this
	Y5 Dear Ash Y5 Play, like, share Y6 Don't force me Y6 Acting appropriately Y6 What's the risk? (2) Y6 Pressure online Y6 It's a puzzle (OPTIONAL) Y6 Joe's story (part 1) (OPTIONAL)
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.	R Who can help me? R People who help to keep me safe R Listening to my feelings R Keeping safe online R Safe indoors and outdoors R What's safe to go onto my body Y1 Who can help? (2) Y1 Good or bad touches? Y1 Surprises and secrets Y1 Thinking about feelings Y1 Our feelings Y1 Who can help? (1) Y2 How safe would you feel? Y2 Should I tell? Y2 Fun or not? Y3 None of your business! Y3 Safe or unsafe? Y3 The Risk robot Y4 Secret or surprise? Y4 Islands Y4 Danger, risk or hazard? Y5 Dear Ash Y5 Taking notice of our feelings Y6 What's the risk? (1) Y6 Don't force me Y6 Acting appropriately Y6 Pressure online Y6 To share or not to share?
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.	R Same and different R Keeping safe online R Listening to my feelings R People who help to keep me safe R Looking after my friends Y1 Sharing pictures Y1 Surprises and secrets Y2 Playing games

Learning Objective	SCARF lesson plans that support the teaching and learning of this
	Y2 Feeling safe Y3 Raisin challenge (1) (OPTIONAL) Y3 Safe or unsafe? Y4 Who helps us stay healthy and safe? Y4 How dare you! Y5 Dear Ash Y6 Making babies Y6 Joe's story (part 1) (OPTIONAL) Y6 Behave yourself Y6 Acting appropriately
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	R My feelings (2) R My feelings R Who can help me? Y2 Let's all be happy! Y4 Moving house Y5 Our emotional needs Y6 Helpful or unhelpful? Managing change Y6 Rat Park