

DURDAN'S PARK PRIMARY SCHOOL

ACCEPTABLE USE POLICY



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Introduction

ICT in the 21st Century is seen as an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. Consequently, schools need to build in the use of these technologies in order to equip our young people with the skills to access life-long learning and employment.

Information and Communications Technology covers a wide range of resources including; web-based and mobile learning. It is also important to recognise the constant and fast paced evolution of ICT within our society as a whole. Currently the Internet technologies children and young people are using both inside and outside of the classroom include:

- Websites
- Learning Platforms and Virtual Learning Environments
- Email and Instant Messaging
- Chat Rooms and Social Networking
- Blogs and Wikis
- Podcasting (Audio Sharing)
- Video Sharing
- Music Sharing / Downloading
- Gaming
- Mobile / Smart phones with functionality including: text, video, web, audio, music , global positioning (GPS)
- Other mobile devices with similar functionality (tablets, laptops, gaming devices)

Whilst exciting and beneficial both in and out of the context of education, much ICT, particularly web-based resources, are not consistently policed. All users need to be aware of the range of risks associated with the use of these Internet technologies.

Ensuring children and young people are aware of the risks associated with the use of technologies, and can adopt safer behaviours, is vital in safeguarding them against cyber-bullying and grooming.

At Durdan's Park Primary School we understand the responsibility to educate our pupils on e-Safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the Internet and related technologies, in and beyond the context of the classroom.

This policy relates to both fixed and mobile Internet technologies provided by the school, and technologies owned by pupils, parents and staff, but brought onto school premises.

Roles and Responsibilities

ICT is an important aspect of strategic leadership within the school, the Head and governors have ultimate responsibility to ensure that the policy and practices are embedded and monitored. The named e-Safety co-ordinator in our school is **Yaso Selvarajah** who has been designated this role as a member of the senior leadership team. All members of the school community have been made aware of who holds this post. It is the role of the co-ordinator to keep abreast of current issues and guidance through organisations such as Ealing LA, CEOP (Child Exploitation and Online Protection), UKCCIS, and Childnet.

Senior Management and Governors are updated by the Co-ordinator and all governors have an understanding of the issues and strategies at our school in relation to local and national guidelines and advice.

This policy, supported by the school's acceptable use agreements for staff, *governors, visitors and pupils (appendices)*, is to protect the interests and safety of the whole school community. It is linked to the following mandatory school policies: child protection, health and safety, and behaviour/pupil discipline (including the anti-bullying) policy and particularly to the curricular for PHSE and digital literacy.

Skills development for staff

- New staff receive information on the school's acceptable use policy as part of their induction.
- All staff have been made aware of their individual responsibilities relating to the safeguarding of children within the context of and know what to do in the event of misuse of technology by any member of the school community.
- All staff are expected to incorporate activities and awareness within the ICT and PSHE curriculum areas.

Managing the school e-Safety messages

- We endeavour to embed messages across the curriculum whenever the Internet and/or related technologies are used. This is particularly reinforced in PSHE lessons in relation to cyber-bullying and to grooming.
- The policy will be introduced to the pupils at the start of each school year.
- Posters will be prominently displayed in the ICT suite.

ICT in the Curriculum

ICT and online resources are increasingly used across the curriculum. We believe it is essential for guidance to be given to the pupils on a regular and meaningful basis. It is embedded within our curriculum and we continually look for new opportunities to promote.

- The school has a framework for teaching in ICT/ PHSE / SRE lessons
- Educating pupils on the dangers of technologies that may be encountered outside school is done informally when opportunities arise and as part of the curriculum.
- Pupils are taught about copyright and respecting other people's information, images, etc through discussion, modelling and activities.
- Pupils are aware of the impact of online bullying and know how to seek help if they are affected by these issues. Pupils are also aware of where to seek advice or help if they experience problems when using the Internet and related technologies; i.e. parent/ carer, teacher/ trusted staff member, or an organisation such as Childline/ CEOP report abuse button.
- PSHE & SRE lessons provide the opportunity to discuss issues relating to cyber-bullying and Internet grooming (eg: through respect for others and appropriate / positive relationships). These lessons can equip pupils with the knowledge to keep safe from harm.

Password Security

Password security is essential for staff, particularly as they are able to access and use pupil data. Staff are expected to have secure passwords which are not shared with anyone. The pupils are expected to keep their passwords secret and not to share with others, not even with their friends. Staff and pupils are regularly reminded of the need for password security.

- All users read *and sign* an Acceptable Use Agreement to demonstrate that they have understood the school's Policy.
- Staff are provided with an individual network and email log-in username.
- Pupils are not allowed to deliberately access on-line materials or files on the school network, of their peers, teachers or others.
- If a user thinks their password may have been compromised or someone else has become aware of their password they are expected to report this to the *class teacher*.
- Staff are aware of their individual responsibilities to protect the security and confidentiality of school networks, MIS systems and/or Learning Platform, including ensuring that passwords are not shared and are changed periodically. Individual staff users must also make sure that workstations are not left logged on. The log-off time for the school network is *5.45PM Monday, Tuesday, Wednesday and Friday and 6.45PM on Thursday*.
- In our school, all ICT passwords are allocated by our ICT maintenance provider or *the ICT subject leader*.

Data Security

The accessing and appropriate use of school data is something that the school takes very seriously. The school follows Becta guidelines (published Autumn 2008)

- Staff are aware of their responsibility when accessing school data. Level of access is determined by the HT
- Unless specific agreement from the head teacher has been agreed, data can only be accessed and used on school computers or laptops. Staff are aware they can only use their personal devices for accessing *school/ children/ pupil* data if permission has been obtained from the head teacher first.
- Personal laptops used (where permission has been obtained from the head teacher) must also be fully encrypted and password protected. If you are working on a personal laptop at home you must not save any personal information to its hard drive. Data must only be stored on a secure USB stick.
- USB memory sticks used by staff at home must also be fully encrypted, these must be supplied by the school.
- Staff laptops left on site must be left in a secure locked cupboard.

- Staff laptops taken off site or anything that contains personal information EG Personal laptops, files, USB sticks must be safely secured at home and under no circumstances should not be left unattended in a vehicle, whether it be considered secure or not.
- Computer screens should be locked when staff leave workstations (Ctrl Alt Delete)
- Printing should be retrieved as soon as possible.
- Personal information must not be left on desks.
- The school network must be backed up using a secure remote back up facility provided by the LGfL.

Managing the Internet

The Internet is an open communication medium, available to all, at all times. Anyone can view information, send messages, discuss ideas and publish material which makes it both an invaluable resource for education, business and social interaction, as well as a potential risk to young and vulnerable people. In our school access to the Internet is via the London Grid for Learning. Internet use is logged to prevent inappropriate use. Whenever any inappropriate use is detected it will be followed up.

- In our school students only have access to the internet when an adult is present.
- If Internet research is set for homework, specific sites will be suggested. Where possible links from the school learning platform will be provided,
- All users must observe software copyright at all times. It is illegal to copy or distribute school software or illegal software from other sources.
- All users must observe copyright of materials from electronic resources.
- Children only use child friendly search engines arranged and monitored by the LGFL e.g.Kids Safe Search.

Infrastructure

- Access to google or any search engine is encrypted.
- School Internet access is controlled through the LGfL's web filtering service.
- *Durdan's Park Primary School* is aware of its responsibility when monitoring staff communication under current legislation and takes into account; Data Protection Act 1998, The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000, Regulation of Investigatory Powers Act 2000, Human Rights Act 1998.
- Staff and pupils are aware that school based email and Internet activity can be monitored and explored further if required.
- If staff or pupils discover an unsuitable site, the screen must be switched off / closed and the incident reported immediately. The offending URL will be reported to LGFL and the E-Safety Leader – Yaso Selvarajah.
- Sophos Anti-Virus protection is provided by the LGfL and is set to automatically update on all school machines. This is the responsibility of *our technical support 'Trusol'*
- In addition staff laptops used at home can also be protected by Sophos Anti-Virus as agreed by the LGfL.

- Pupils and staff are not permitted to download programs or files on school equipment without seeking prior permission from (*the Computing subject leader or head teacher*).
- If there are any issues related to viruses or anti-virus software, the (*ICT subject leader*) should be informed.

Managing other Communication & Networking technologies

The Internet includes a wide range of communication and networking tools & sites. Children need to be educated about appropriate ways of communicating and about the risks of making personal information too easily available. It is important to recognise that there are issues regarding the appropriateness of some content, contact, culture and commercialism. To this end, we encourage our pupils to think carefully about the way that information can be added and removed by all users, including themselves, from these sites.

- We endeavour to deny access to social networking sites to pupils within school.
- Pupils are taught to avoid placing images of themselves (or details within images that could give background details) on such sites and to consider the appropriateness of any images they post due to the difficulty of removing an image once online.
- Pupils are always reminded to avoid giving out personal details on such sites which may identify them or where they are (full name, address, mobile/ home phone numbers, school details, IM/ email address, specific hobbies/ interests).
- Pupils are asked to report any incidents of bullying to the school.
- Pupils are introduced to a variety of Internet communication tools within the safe context of the school learning platform.

Mobile Technologies

Many emerging technologies offer new opportunities for teaching and learning including a move towards personalised learning and 1:1 device ownership for children and young people. Many existing mobile technologies (such as portable media players, gaming devices, Smart phones, etc) are familiar to children outside of school. Allowing such personal devices to access the school network can provide immense benefits in collaboration, but also create risks associated with misuse, inappropriate communications, etc. Emerging technologies will be examined for educational benefit and the risk assessed before such use of personal devices is facilitated in school. Our school chooses to manage the use of these devices in the following ways so that users exploit them appropriately.

Personal Mobile devices (including phones)

- The school allows staff to bring in personal mobile phones and devices for their own use. Under no circumstances does the school allow a member of staff to contact a pupil or parent/ carer using their personal device, unless there are extreme emergency circumstances, in which case 141 would proceed the number being dialled to prevent the person you are calling from seeing your number.
- Year 6 pupils are allowed to bring personal mobile devices/phones to school. These are held at the school office during school hours.

- The school is not responsible for the loss, damage or theft of any personal mobile device.
- The sending of inappropriate text messages between any member of the school community is not allowed.
- Capturing images & video is not allowed by students / staff unless on school equipment and for educational purposes.
- Users bringing personal devices into school must ensure there is no inappropriate or illegal content on the device.

School provided Mobile devices (including phones)

- Where the school provides mobile technologies (eg: phones, laptops, etc) for offsite visits and trips, only these devices should be used.
- Where the school provides a laptop for staff, only this device may be used to conduct school business outside of school, unless permission has been obtained from the headteacher to use an alternative device.

Managing email

The use of email within most schools is an essential means of communication for both staff and pupils. In the context of school, email should not be considered private. Educationally, email can offer significant benefits including; direct written contact between schools on different projects, be they staff based or pupil based, within school or international. We recognise that pupils need to understand how to style an email in relation to their age and be aware of what constitutes good 'netiquette'. The school gives all staff an individual LGfL StaffMail account to use for all school business. This is to minimise the risk of receiving unsolicited or malicious emails and that of personal profile information being revealed.

- It is the responsibility of each account holder to keep the password secure. For the safety and security of users and recipients, all mail is filtered and logged; if necessary email histories can be traced. Staff LGFL mail should be used for all school business.
- Under no circumstances should staff contact pupils or parents using personal email addresses.
- Staff should ensure that all electronic communications with other staff are compatible with their professional role.
- The school requires a standard disclaimer to be attached to all email correspondence, stating that, 'the views expressed are not necessarily those of the school or the LA'. The responsibility for adding this disclaimer lies with the account holder.
- Email sent to an external organisation should be written carefully before sending, in the same way as a letter written on school headed paper.
- Staff sending emails to external organisations, parents or pupils are advised to cc admin@durdans-park.ealing.sch.uk
- Pupils may only use school approved email accounts on the school system and for educational purposes.
- LGfL StaffMail are subject to mail scanning.
- All email users are expected to adhere to the generally accepted rules of network etiquette (netiquette) particularly in relation to the use of appropriate language and not revealing any personal details about themselves or others in email communication, or arrange to meet anyone without specific permission.

- Pupils must immediately tell a teacher/ trusted adult if they receive an offensive message and keep the offending message(s) as evidence.
- Staff must inform E-Safety Coordinator if they receive an offensive email.

Safe Use of Images / Video

Taking of Images and Video

Digital images / video are easy to capture, reproduce and publish and, therefore, easily misused. We must remember that it is not always appropriate to take or store images of any member of the school community or public, without first seeking consent and considering the appropriateness.

- With the written consent of parents (on behalf of pupils) and staff, the school permits the appropriate taking of images / video by staff and pupils with school equipment.
- Staff are not permitted to use personal devices, (eg: mobile phones and cameras), to record images of pupils, this includes when on field trips.
- Pupils are not permitted to use personal devices, (eg: mobile phones and cameras), to record images of the others, this includes when on field trips.

Consent of adults who work at the school

- Permission to use images / video of all staff who work at the school is sought and a copy is located in the personnel file.

Photographing and Videoing School Events

- Parents are able to take photos/video school events that include their own children. Parents must sign an agreement that they will not post these images/video on the internet where other children are included.

Publishing pupil's images and work

On a child's entry to the school, all parents/guardians will be asked to give permission to use their child's work/photos/ video in the following ways:

- on the school web site
- in the school prospectus and other printed publications that the school may produce for promotional purposes
- in display material that may be used in the school's communal areas
- in display material that may be used in external areas, ie exhibition promoting the school
- general media appearances, eg local/ national media/ press releases sent to the press highlighting an activity (sent using traditional methods or electronically)

This consent form is considered valid for the entire period that the child attends this school. Parents/ carers may withdraw permission, in writing, at any time.

- Pupils' names will not be published alongside their image and vice versa. Email and postal addresses of pupils will not be published. Before posting student work on the Internet, a check needs to be made to ensure that permission has been given for work to be displayed.

- Only specified staff have authority to upload to the public website. (School Business Manager)

Storage of Images / Video

- Images/ video of children are stored on the school's secure network
- Rights of access to this material are restricted to the teaching staff and pupils within the confines of the school network/ Learning Platform.
- *Staff have* the responsibility of deleting the images when they are longer required.

Webcams and CCTV

- The school uses CCTV for security and safety. The only people with access to this are *authorised users (Daniel Storlaski)*

Video Conferencing

- Permission is sought from parents and carers if their children are involved in video conferences
- Permission is sought from parents and carers if their children are involved in video conferences with end-points outside of the school.

Additional points to consider:

- The school's Sexual & Relationships Education curriculum (SRE) provides a set of preventative tools which help safeguard pupils against cyber-bullying and grooming. The school has a comprehensive SRE policy in place which includes the appropriate teaching & learning of:
 - a. Private and personal space
 - b. Appropriate / safe and inappropriate / harmful relationships
 - c. Consent

Misuse and Infringements

Complaints

Complaints relating to e-Safety should be made to the Lead Safeguarding Officer. Incidents should be logged (see appendices for copies of logs)

Inappropriate material

- All users are aware of the procedures for reporting accidental access to inappropriate materials. The breach must be immediately reported to the Head Teacher.
- Deliberate access to inappropriate materials by any user will lead to the incident being logged by the Head Teacher, and depending on the seriousness of the offence may lead to:
 - Reporting to the Child Protection / Safeguarding Officer
 - Investigation by the Headteacher / LA
 - Immediate suspension
 - Dismissal
 - Involvement of police

Equal Opportunities

Pupils with additional needs

The school endeavours to work in partnership with parents to convey a consistent message to all pupils. This in turn should aid the establishment and future development of the schools' rules.

Staff are aware that some pupils will require additional reminders, prompts and further explanation to reinforce their existing knowledge and understanding of e-Safety issues.

Where a pupil has poor social understanding, careful consideration is given to group interactions when raising awareness of e-Safety.

Parental Involvement

We believe that it is essential for parents/ carers to be fully involved with promoting both in and outside of school while appreciating the benefits provided by technologies generally. We consult and discuss with parents/ carers and seek to promote a wide understanding about the link between esafety and safeguarding.

- Parents/ carers and pupils are actively encouraged to contribute to adjustments or reviews of the school policy by *attending information meetings*.
- Parents/ carers are asked to read through and sign acceptable use agreements on behalf of their child on admission to school.
- Parents/ carers are required to make a decision as to whether they consent to images of their child being taken/ used in the public domain (e.g., on school website)
- The school disseminates information to parents relating to where appropriate in the form of;
 - Information meetings
 - Posters
 - Website/ Learning Platform postings
 - Newsletter items

Writing and Reviewing this Policy

Staff and pupil involvement in policy creation

- Staff and pupils have been involved in making/ reviewing the policy through *school council consultations*.

Review Procedure

There will be an on-going opportunity for staff to discuss with the coordinator any issue of e-Safety that concerns them.

This policy will be reviewed every 12 months and consideration given to the implications for future whole school development planning.

The policy will be amended if new technologies are adopted or Central Government change the orders or guidance in any way.

This policy has been read, amended and approved by the staff, head teacher and governors in June 2018

Appendix 1
Acceptable Use Agreement: Staff, Governors and Visitors

Staff, Governor and Visitor
Acceptable Use Agreement / Code of Conduct

This policy is designed to ensure that all staff are aware of their professional responsibilities when using any form of ICT. All staff are expected to sign this policy and adhere at all times to its contents. Any concerns or clarification should be discussed with Mr C Duhig school e-Safety coordinator.

- I will comply with the ICT system security protocols and not disclose any passwords provided to me by the school or other related authorities.
- I will ensure that all electronic communications with pupils and parents are compatible with my professional role, and never via personal email / phone accounts / social networking profiles.
- I will ensure that all electronic communications with staff are compatible with my professional role.
- I will not discuss school issues on social networking sites / web-blogs.
- I will not give out to pupils, my own personal contact details, such as mobile phone number and personal email address.
- I will only use the approved, secure email system(s) for communications related to my professional role.
- I am aware that communicating with students / pupils via private email / SMS and social networking sites may be considered a disciplinary matter.
- I will ensure that personal data (such as data held on SIMS) is kept secure and is used appropriately, whether in school, taken off the school premises or accessed remotely. Personal data can only be taken out of school or accessed remotely when authorised by the Head or Governing Body.
- I will not install any hardware or software without permission of the ICT leader or headteacher
- I will not browse, download, upload or distribute any material of a pornographic, offensive, illegal or discriminatory nature. **I understand that to do so may be considered a disciplinary matter, and in some cases a criminal offence.**
- Images & videos of pupils and / or staff will only be taken, stored on school equipment and will only be used for professional purposes in line with school policy and with written consent of the parent, carer or staff member. Images & video will not be distributed outside the school network / MLE without the permission of the parent/ carer, member of staff or Headteacher.
- I will respect copyright and intellectual property rights.
- I will ensure that my online activity, both in school and outside school, will not bring my professional role or the school into disrepute.
- I will support and promote the school's e-Safety policy and help pupils to be safe and responsible in their use of ICT and related technologies.

User Signature

I agree to follow this code of conduct and to support the safe use of ICT throughout the school

Signature Date

Full Name(printed)

Job title

Primary Pupil Acceptable Use Agreement / e-Safety Rules

- ✓ I will only use ICT in school for school purposes.
- ✓ I will only use my class email address or my own school email address when emailing.
- ✓ I will only open email attachments from people I know, or who my teacher has approved.
- ✓ I will not tell other people my passwords OR use any one else's.
- ✓ I will only open/delete my own files.
- ✓ I will make sure that all ICT contact with other children and adults is responsible, polite and sensible.
- ✓ I will not deliberately look for, save or send anything that could be unpleasant or nasty. If I accidentally find anything like this I will tell my teacher immediately.
- ✓ I will not give out my own details such as my name, phone number or home address. I will not arrange to meet someone unless this is part of a school project approved by my teacher and a responsible adult comes with me.
- ✓ I will be responsible for my behaviour when using ICT because I know that these rules are to keep me safe.
- ✓ I know that my use of ICT can be checked and that my parent/ carer contacted if a member of school staff is concerned about my e-Safety.
- ✓ I will not give private details (home address, mobile number, email address etc) to any persons online.
- ✓ I know that I may bring in a personal mobile phone if I am in year 6, but I must not use it for personal purposes within lesson time and it must be held in the school office during school hours.

Dear Parent/ Carer

ICT including the Internet, email and mobile technologies, etc has become an important part of learning in our school. We expect all children to be safe and responsible when using any ICT.

Please read and discuss these e-Safety rules with your child and return the slip at the bottom of this page. If you have any concerns or would like some explanation please contact *the school via the office staff*.

✂-----

Parent/ carer signature

We have discussed this and(child name) agrees to follow the e-Safety rules and to support the safe use of ICT at Durdan's Park Primary School.

Parent/Carer Signature

Class Date

Appendix 3

Incident Log

'School name' eSafety Incident Log

Details of ALL eSafety incidents to be recorded by the eSafety Coordinator. This incident log will be monitored termly by the Headteacher, Member of SLT or Chair of Governors. Any incidents involving Cyberbullying should be recorded on the 'Integrated Bullying and racist Incident Record Form 2'

Date & time	Name of pupil or staff member	Male or Female	Room and computer/ device number	Details of incident (including evidence)	Actions and reasons

Appendix 4

PSHE links to ICT & E-Safety

Please refer to the document 'PSHE links to ICT/E-Safety' to find resources relevant to the curriculum areas highlighted below

EALING LA SCHEME OF WORK: PSHE EDUCATION, CITIZENSHIP AND SEAL CURRICULUM
HALF-TERMLY OVERVIEW OF LEARNING OPPORTUNITIES AND THEMES: YEAR A

	WE'RE ALL STARS!	BE FRIENDLY, BE WISE	LIVING LONG, LIVING STRONG	DARING TO BE DIFFERENT	DEAR DIARY	JOINING IN AND JOINING UP
Yr 1	<ol style="list-style-type: none"> 1. Devising a class charter 2. Getting to know each other 3. Problem-solving 4. Looking after each other 5. Happy playtimes 6. Making choices 	<ol style="list-style-type: none"> 1. Making friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. Hazards in the home and fire safety 6. Road safety 	<ol style="list-style-type: none"> 1. SRE: keeping clean 2. SRE: growing and changing 3. SRE: families and care 4. Looking after our teeth 5. Staying healthy 6. Setting a simple personal goal 	<ol style="list-style-type: none"> 1. Our likes and dislikes 2. Feeling proud 3. Being special 4. Recognising worries 5. Staying calm and relaxed 6. Standing up for myself 	<ol style="list-style-type: none"> 1. Asking for help 2. Feeling loved and cared for 3. Managing uncomfortable feelings – proud and jealous 4. Thoughts, feelings and behaviour 5. Dealing with worries 6. Supporting each other 	<ol style="list-style-type: none"> 1. Listening effectively 2. Expressing opinions 3. Knowing right and wrong 4. Needs of living things 5. Developing responsibility - looking after animals 6. Who else looks after animals?
Yr 3	<ol style="list-style-type: none"> 1. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Happy playtimes 6. Having opinions 	<ol style="list-style-type: none"> 1. The importance of friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. What to do in an emergency 6. E-safety 	<ol style="list-style-type: none"> 1. SRE: differences: male and female 2. SRE: personal space 3. SRE: family differences 4. Feeling happy 5. Staying healthy 6. Overcoming barriers 	<ol style="list-style-type: none"> 1. Similarities and differences 2. Feeling good about yourself 3. Surprises 4. Hopeful and disappointed 5. Hiding or showing feelings 	<ol style="list-style-type: none"> 1. Knowing where to go for help 2. Taking responsibility 3. Making wise choices 4. Managing uncomfortable feelings - loss 	<ol style="list-style-type: none"> 1. Jobs at home and in school 2. Representation – local council 3. Voting and debating 4. Having a say in the school community 5. Voluntary, community and

			to reaching goals	6. Standing up for myself	5. Dealing with worries 6. Supporting each other	pressure groups 6. Fund-raising
Yr 5	<ol style="list-style-type: none"> 1. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Communication skills 6. Role models 	<ol style="list-style-type: none"> 1. Different types of friends 2. Conflict resolution 3. Managing anger 4. Anti-bullying 5. First Aid 6. E-Safety 	<ol style="list-style-type: none"> 1. SRE: talking about puberty 2. SRE: male and female changes 3. SRE: puberty and hygiene 4. The concept of well-being 5. Being an effective learner 6. Role models 	<ol style="list-style-type: none"> 1. Differences of opinion 2. Agreeing and disagreeing 3. Risky choices 4. Standing out from the crowd 5. Being assertive 6. Anti-bullying 	<ol style="list-style-type: none"> 1. Knowing where to go for help 2. Managing uncomfortable feelings - embarrassment 3. Put-downs and boost ups 4. Breaking friends 5. Forgiveness 6. Supporting each other 	<ol style="list-style-type: none"> 1. Anti-social behaviour and the consequences of crime 2. Rules and laws 3. The local courts 4. Voting and debating 5. Having a say in the school community 6. Fund-raising

Please refer to the document 'PSHE links to ICT/E-Safety' to find resources relevant to the curriculum areas highlighted below

**EALING LA SCHEME OF WORK: PSHE EDUCATION, CITIZENSHIP AND SEAL CURRICULUM
HALF-TERMLY OVERVIEW OF LEARNING OPPORTUNITIES AND THEMES: YEAR B**

	IT'S OUR WORLD	SAY NO!	MONEY MATTERS	WHO LIKES CHOCOLATE?	PEOPLE AROUND US	GROWING UP
Yr 2	<ol style="list-style-type: none"> 1. Devising a class charter 2. Getting to know each other 3. Communities we belong to 4. Saving energy around the school 5. Recycling 6. Pollution 	<ol style="list-style-type: none"> 1. Drugs Ed: medicines 2. Drugs Ed: household substances 3. Drugs Ed: the dangers of smoking 4. Drugs Ed: the dangers of alcohol 5. Feeling safe: real and imaginary hazards 6. Anti-bullying 	<ol style="list-style-type: none"> 1. Why do we have money? 2. Keeping money safe 3. Can I afford it? 4. Wants and needs 5. What does it mean to be rich? 6. Setting a simple goal 	<ol style="list-style-type: none"> 1. Foods from around the world 2. Customs and rituals 3. Special day foods and celebrations 4. How much chocolate do we eat? 5. Where does chocolate come from? 6. Fair trade principles 	<ol style="list-style-type: none"> 1. Special people 2. People who help us 3. Feeling lonely 4. Different kinds of families 5. Difficult choices - leaving home 6. People and places around the world 	<ol style="list-style-type: none"> 1. SRE: differences: boys and girls 2. SRE: differences: male and female 3. SRE: naming the body parts 4. Being unique 5. Making change happen 6. Changing our behaviour
Yr 4	<ol style="list-style-type: none"> 1. Devising a class charter 2. Understanding rules and laws 3. Saving energy (1) 4. Saving energy (2) 5. Climate change (1) 6. Climate change (2) 	<ol style="list-style-type: none"> 1. Drugs Ed: risk taking 2. Drugs Ed: legal and illegal drugs 3. Drugs Ed: effects and risks of smoking 4. Drugs Ed: effects and risks of drinking alcohol 5. Keeping safe in my local area: say no to gangs 6. Anti-bullying 	<ol style="list-style-type: none"> 1. Keeping track of my money 2. Paying for goods 3. Family expenses 4. Planning and budgeting 5. Charity work 6. Fund-raising for charity 	<ol style="list-style-type: none"> 1. The real cost of chocolate 2. What is fair trade? 3. Consumer power 4. The media and information 5. Advertising 6. Recognising and challenging stereotypes 	<ol style="list-style-type: none"> 1. Similarities and differences 2. How we are all connected 3. Living and working cooperatively 4. Recognising and challenging prejudice 5. Gender stereotypes 6. Contributing to society – jobs people do 	<ol style="list-style-type: none"> 1. SRE: growing and changing 2. SRE: body changes and reproduction 3. SRE: what is puberty? 4. Wishes, hopes and dreams 5. Positive change 6. Unwelcome change

Yr 6	<ol style="list-style-type: none"> 1. Devising a class charter 2. Understanding democracy 3. Environmental awareness and responsibility 4. Climate change (1) 5. Climate change (2) 6. Sustainability issues 	<ol style="list-style-type: none"> 1. Drugs Ed: risk taking and dealing with pressure 2. Drugs Ed: legal and illegal drugs 3. Drugs Ed: say no to smoking 4. Drugs Ed: attitudes to alcohol 5. Keeping safe in my local area: say no to knives 6. Anti-bullying 	<ol style="list-style-type: none"> 1. Earning money 2. Value for money 3. Lending and borrowing money 4. Achieving goals 5. Deductions and expenses 6. Poverty 	<ol style="list-style-type: none"> 1. Rich and poor nations 2. Trade across the world 3. Global footprints 4. Food shortages and hunger 5. Fairness and responsibility 6. Reporting the news 	<ol style="list-style-type: none"> 1. National, religious and ethnic identities in the UK 2. Different types of relationships 3. Stereotyping and judgement 4. Put-downs and conflict 5. Ending friendships 6. Forgiveness 	<ol style="list-style-type: none"> 1. SRE: puberty and reproduction 2. SRE: relationships and reproduction 3. SRE: conception and pregnancy 4. SRE: being a parent 5. Common responses to change 6. Transition and moving on <p>Growing up and keeping e-safe</p>
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