Hayle Academy Online Safety & Digital Literacy (Y7–Y11)

Section 1: Computer Science and Global Values Overview:

Year	When / Where	What is taught	How it maps
Year 7 — Foundations: Digital Footprint, Respect & Credibility	GV (Weeks 25–31): Online presence, social media responsibilities & law; challenging prejudice/discrimination online (RSE/LWW). Computer Science: Clear messaging in digital media; Networks — from Semaphores to the Internet; Using media – gaining support for a cause.	Digital footprint & personal responsibility; privacy settings; age-appropriate online relationships/bullying responses. How the Internet works; http/https; devices and data sharing; credible sources; Creative Commons; plagiarism; communicating for impact.	NC (Computing) KS3; PSHE Association / EFACW: Online reputation, Online bullying, Managing online information, Privacy & security, Copyright & ownership.
Year 8 — Identity, Consent & Resilience; The Web & Algorithms of Influence	GV: identity & relationships with online consent/sexting, mental health & digital resilience. Computer Science: Web development; search engines; layers of computing systems; intro Python.	Recognising/withstanding pressure to share images; online consent; reporting. How search works; spotting bias; responsible content creation; digital wellbeing.	NC (Computing) KS3; PSHE / EFACW: Online relationships, Health & wellbeing, Managing online information, Privacy & security.
Year 9 — Cybersecurity, Data Literacy & Personal Brand	GV: intimate relationships online, image sharing risks, personal brand. Computer Science: cybersecurity (DPA, CMA, phishing, malware, encryption), data science, ethical media manipulation.	Personal brand & employability; cyber hygiene; phishing spotting; legal frameworks; ethics of data/media; evaluating claims with data.	NC Computing KS3–KS4 bridge; PSHE / EFACW: Privacy & security, Managing online info, Online reputation, Copyright & ownership.
Year 10 — Online Harms, Misinformation & Cyber resilience at Scale	GV: fraud, scams, cybercrime, targeted advertising, extremism/radicalisation. Computer Science GCSE: networks, security, systems software, programming & validation.	Recognising scams, identity theft, safe digital finance; algorithmic influence. Network security controls; defence in depth; system updates.	NC Computing KS4; PSHE / EFACW: Managing online info, Privacy & security, Health & wellbeing.
Year 11 — Digital Professionalism, Safety & Ethics for Transition	GV: positive online content, harassment responses, employer expectations. CS GCSE: ethical, legal, cultural & environmental impacts; defensive design; testing; logic; languages & IDEs.	Professional digital identity; responding to harassment; safeguarding peers; ethical participation online.	NC Computing KS4; PSHE / EFACW: Online relationships, Online reputation, Privacy & security, Health & wellbeing.

Section 2: Where Specific CS Units Strengthen Online Safety & Digital Literacy

- **Y7 – Networks from semaphores to the Internet** → Internet vs Web, protocols, services, IoT & data about me; https vs http; **privacy by awareness**. (*GV: online presence & law; anti-bullying online*)
  Maps to: NC KS3 networking & responsible ICT use; EFACW *Privacy & security / Online relationships*.

- **Commons**, **attribution, referencing, source credibility & plagiarism**; publish responsibly (blog). (*GV: identity, prejudice, anti-bullying*)
  Maps to: NC "evaluate and apply IT analytically"; EFACW *Managing online information / Copyright & ownership*.

- **Y8 – Developing for the Web** → How **search engines crawl/rank**, effective search queries, navigation, and **issues arising from search tech** (filter bubbles). (*GV: consent online; digital resilience*)
  Maps to: NC evaluating IT, responsible digital literacy; EFACW *Managing online information*.

- **Y9 – Introduction of cybersecurity** → DPA, **Computer Misuse Act**, phishing/social engineering, malware, DDoS, brute-force mitigation, network protection; **passwords & encryption**. (*GV: intimate relationships and image-sharing risks; securing personal info*)
  Maps to: NC KS3/4 security & responsible use; EFACW *Privacy & security / Online bullying* (protection/response).

- **Y9 – Data science & Representations (going audiovisual)** → **Evaluate claims**, bias, data cleansing; **ethical manipulation** (images/sound) with EFACW tie-ins; **copyright**. (*GV: personal brand & employability online*)
  Maps to: NC evaluate IT analytically; EFACW *Managing online information / Copyright & ownership / Online reputation*.

- **Y10 – Networks, Protocols & Security** → Systematic cyber-resilience (firewalls, ACLs, auth, updates), **threat models**. (*GV: scams, fraud, cybercrime, mis/disinformation and extremism*)
  Maps to: NC KS4 networking/security; EFACW *Privacy & security / Managing online information*.

- **Y11 – Defensive design; Ethical/legal/cultural impacts** → **Security-by-design**, validation, authentication; **data ethics, AI, e-waste, digital divide**. (*GV: positive content creation, harassment/stalking response; digital professionalism*)
  Maps to: NC KS4 impacts of digital tech; EFACW *Online relationships / Online reputation / Health & wellbeing / Privacy & security*.

Section 3: Commentary:

Combined GV+CS journey ensures pupils "*are responsible, competent, confident and creative users of ICT*", understand **networks, security, data representation**, and **evaluate/apply** IT and new technologies **analytically**—with repeated programming experience to solve problems (KS3) and extended application at KS4.

GV units match **PSHE Association (Programme of Study & topic guidance).** For example *Relationships* and *Living in the Wider World* learning opportunities (e.g. **online risk, consent, sexting, harassment, misinformation, targeted influence**). CS units explicitly bolster *Media & Digital Literacy* outcomes (source reliability, search engines, image manipulation ethics, copyright).

There is coverage across all **8 strands of the UKCIS Education for a Connected World (EFACW) framework.** (Self-image & identity; Online relationships; Online bullying; Online reputation; Managing online information; Health, wellbeing & lifestyle; Privacy & security; Copyright & ownership) is clearly evidenced by GV topics (e.g. **consent, harassment, extremism**) and CS topics (e.g. **search ranking, cybersecurity, CC licensing, data ethics**). The journey explicitly covers all **8 strands** multiple times, with age-appropriate escalation from **awareness → application → critique → professional practice**.

The **GV calendar** already sequences **online safety** (e.g., *reduce online risk* Y8; *personal brand online* Y9; *fraud/cybercrime* Y10; *creating safe content* Y11). The **TPAT CS** curriculum deepens this with **technical understanding and practical safeguards** (networks, security, law, ethical design), creating a coherent spiral.

This meets the **Computing NC aims** (competent, confident, creative use; networking & security; analytical evaluation) and **PSHE Association** expectations for *Living in the Wider World* and *Relationships* around **online media literacy, consent, safety, and harassment**.

Section 4: Quick-reference: "What is taught, where & when" (highlights by term)

Autumn (Y7–Y11):

- Y7: *Networks (CS)*—Internet/Web, IoT, data about me; *GV*: identity/anti-bullying incl. online.

- Y8: *Developing for the Web (CS)*—search engines & ranking, effective search; *GV*: reducing online risk; consent online.

- Y9: *Cybersecurity (CS)*—DPA/CMA, phishing/malware, encryption; *GV*: family/relationships; safe sharing.

- Y10: *Networks/Security (CS)*; *GV*: finance—**fraud/cybercrime**; mis/disinformation & extremism.

- Y11: *Ethical/legal impacts; Defensive design (CS)*; *GV*: **positive & safe content**; applications & digital professionalism.

Spring (Y7–Y11):

- Y7: *Using media (CS)*—CC licensing, credibility, plagiarism; *GV*: bullying online & prejudice.

- Y8: *Layers/AI (CS)*—impacts & logic; *GV*: **digital resilience** & mental health online.

- Y9: *Data science (CS)*—evaluate claims, bias; *GV*: healthy choices & self-care (including digital).

- Y10: *Protocols & security (CS)*; *GV*: **gambling, ads & data**; consent coersion online.

- Y11: *Defensive design/testing (CS)*; *GV*: unwanted attention/harassment online—reporting & support.

Summer (Y7–Y11):

- Y7: *Clear messaging (CS)*—presentations, respectful comms; *GV*: financial safety online (spending).

- Y8: *Intro Python (CS)*—debugging logic (resilience); *GV*: discrimination & challenging harmful online narratives.

- Y9: *Representations (CS)*—ethical manipulation; *GV*: employability & **online brand**.

- Y10: *Systems software (CS)*—updates/permissions; *GV*: work experience prep incl. professional conduct online.

- Y11: *Programming consolidation (CS)*—quality & safe code; *GV*: families & the law (incl. online facets of abuse/coercion).

Section 5: Wider Opportunities:

Subject	Typical digital literacy / online safety focus	Curriculum Link
English	Evaluate credibility & bias in online texts; write fact-checks & platform policies	KS3/KS4 aims on critical reading, debate & adapting writing for audience/purpose
History	Source evaluation (provenance/purpose), propaganda vs evidence	Methods of historical enquiry; contrasting interpretations
Geography	Web GIS/remote sensing; data provenance, mapping licences & privacy (location)	Interpret sources incl. **GIS**; quantitative skills and fieldwork data handling
D&T	Copyright/IP in research & portfolios; ethical design and user data	Research/evaluate design impacts; iterative design communication (digital)
Art & Design	Digital sketchbooks; lawful use/attribution of reference images	Use a **range of media**; evaluate own/others' work; cultural/ethical context
Music	Safe/ethical publishing; licensing loops/samples in DAWs	"Use technology appropriately"; compose and record
MFL	Authentic web texts; safe interaction norms in TL	Understand/respond to **authentic sources**; practical communication
Maths	Spotting misrepresentation in charts; correlation ≠ causation; sampling bias	KS3/GCSE statistics strands; data criticism & extrapolation risk

Science	Interrogate scientific claims online; data ethics & risk communication	KS3 aims on data analysis & implications of science; "working scientifically"

- Internet Safety Day: Whole School Spotlight
- Police whole year group talks – Sharing explicit images, nudes (Year 9 & 10)

Key sources: DfE Computing NC KS3–KS4 (statutory); PSHE Association media & digital literacy programme guidance; UKCIS Education for a Connected World (EFACW) framework (8 strands).
Local curriculum sources: GV Curriculum (PSHE/RSE/LWW calendar & topics); TPAT Computing Curriculum (topic maps, NC tracker, KS3–KS4 SoL).