

Everyone Can Stay Safe (Online Safety Curriculum)

Online Safety is taught in the first lesson of half term but also through other subject areas, such as PSHE and RSE.
Whole school online safety assemblies are planned by the Computing Leader at the end of each half term.

1	Systems, Privacy & Security	<p>Pupils learn how IT systems work. They identify IT devices, their uses and build knowledge of how networks operate to keep devices connected and sharing information.</p> <p>Pupils and students learn strategies for managing their online information and keeping it secure from online risks such as identity thieves and phishing. They learn how to create strong passwords, how to avoid scams and schemes, and how to analyse privacy policies</p>
2	Online Bullying, Relationships & Well-Being	<p>Pupils and students learn what to do if they are involved in an online bullying situation. They explore the roles people play and how individual actions – both negative and positive – can impact their friends and broader communities. Pupils and students are encouraged to take the active role of up stander and build positive, supportive online communities. They discuss their health and well-being in terms of technology impacting on their lifestyle.</p>
3	Digital Footprint & Reputation	<p>Pupils and students learn to protect their own privacy and respect others' privacy. Our digital world is permanent, and with each post pupils and students are building a digital footprint. By encouraging pupils and students to self-reflect before they self-reveal, they will consider how what they share online can impact themselves and others</p>
4	Creative Credit, Copyright and Quality	<p>Living in a "copy/paste" culture, pupils and students need to reflect on their responsibilities and rights as creators in the online spaces where they consume, create, and share information. From addressing plagiarism to piracy, pupils and students learn about copyright and fair use.</p>

1	Systems, Privacy & Security	Pupils and students learn strategies for managing their online information and keeping it secure from online risks such as identity thieves and phishing. They learn how to create strong passwords, how to avoid scams and schemes, and how to analyse privacy policies					
	FS	1	2	3	4	5	6
Systems	<p>Understand what is an electronic device and find them around school.</p> <p>Know how to use cameras, sound recording, video recording</p> <p>Open and close software</p>	<p>I can identify examples of computers</p> <p>I can describe some uses of computers</p> <p>I can identify that a computer is a part of IT</p>	<p>I can use IT for different types of activities</p> <p>I can explain the need to use IT in different ways</p>	<p>I can classify input and output devices</p> <p>I can recognise that a computer network is made up of a number of devices and how they share information</p>	<p>I can demonstrate how information is shared across the internet</p> <p>I can discuss why a network needs protecting</p>	<p>I can describe that a computer system features inputs, processes, and outputs</p> <p>I can recognise that data is transferred using agreed methods</p>	<p>I can explain that networked digital devices have unique addresses</p> <p>I can explain that data is transferred over networks in packets</p>
Privacy and security	<p>Know that the internet has exciting places to go but there are rules to follow to be safe.</p> <p>What is personal information: Name Age Town/Village School</p> <p>Know who a trusted person is.</p>	<p>Know what places online children should visit: CBBC, CITV, Kids section in App Stores</p> <p>What is personal information: Name Birthdate Age Address</p> <p>Know who trusted people are.</p>	<p>I can explain what passwords are and use given password.</p> <p>I can explain who to trust with my personal information.</p>	<p>To know how to make a more secure password</p> <p>I give reasons why I trust specific people with my personal information.</p> <p>Know to look for padlock on URL address bar for secure websites.</p> <p>Games, Movies and TV shows have age restrictions. Know why and how to find them out.</p>	<p>I can explain what makes a password strong.</p> <p>I know people can pretend to be other people online for pranks and viral challenges which may cause harm.</p>	<p>Manage own passwords, create stricter passwords and know how to reset them.</p> <p>To know about spam and what form it takes (advertising, prizes etc).</p> <p>I know that people can pretend to be me online and post/share things I wouldn't like.</p> <p>Games, Movies and TV shows have age restrictions. Know why and how to find them out.</p>	<p>Discuss how to manage posts and comments seen/made, friend requests, security and what closed/open profiles are.</p> <p>Why you need to be 13+ for social media services.</p> <p>What do fake e-mails look like when hoaxes are sent to your inbox?</p>
Resources	<p>Recommended for All Pupils & SEN Children: STAR from ChildNet "Sharing" resources. Monkey Cow story book.</p> <p>Resources for Systems: https://teachcomputing.org/curriculum Use 'Computing Systems and Networks' units for your Year Group but pick only what teaches your objective from this strand, don't teach the whole unit in 1 lesson.</p>						

2	Online Bullying, Relationships & Well-Being	Pupils and students learn what to do if they are involved in an online bullying situation. They explore the roles people play and how individual actions – both negative and positive – can impact their friends and broader communities. Pupils and students are encouraged to take the active role of up stander and build positive, supportive online communities. They discuss their health and well-being in terms of technology impacting on their lifestyle.					
	FS	1	2	3	4	5	6
Online Bullying	<p>I can describe ways that people can be unkind with devices:</p> <ul style="list-style-type: none"> -not sharing them -taking photographs 	<p>What is online bullying?</p> <p>What is bullying?</p> <p>I can describe ways that people can be unkind with devices:</p> <ul style="list-style-type: none"> -not sharing them -taking photographs -making unkind pictures/words 	<p>How does bullying happen online and how does it make you feel?</p> <p>Comments online that are: true/false Kind/unkind</p> <p>What to do if this happens?</p>	<p>How does bullying happen online and how does it make you feel?</p> <p>Comments online that are true/false</p> <p>Kind/unkind</p> <p>Do you know who sent the comment? Real account/Fake account?</p> <p>What to do if this happens?</p>	<p>How does bullying happen online and how does it make you feel?</p> <p>Excluding people from chats/groups</p> <p>What is a real friend online and an internet friend?</p> <p>What to do if this happens?</p>	<p>How does bullying happen online and how does it make you feel?</p> <p>I can talk about my use of online gaming and inappropriate things I hear through voice headsets (swearing, personal questions).</p> <p>Know ways to communicate appropriately online. How do you talk to a friend by text message?</p> <p>I know I can block unwanted messages and people.</p> <p>I know services available to help me: Childline.</p> <p>I know there are 'report comment' buttons on public sites I use like YouTube.</p>	<p>How does bullying happen online and how does it make you feel?</p> <p>What happens if you need help with relationships online?</p> <p>What happens when you receive negative messages online?</p> <p>What is a troll, what is the impact of trolling?</p> <p>I know how to capture bullying content as evidence (screen captures)</p> <p>I know I can block unwanted messages and people.</p>
<p align="center">Play Like Share – ThinkUKnow resource BBC Own It resource for Online Bullying Stories: Troll Stinks (KS2), Webster's e-Mail (KS1), Daisy Chain (KS1)</p>							

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Relationship and Self Image	Handle resources appropriately and use technology safely around the classroom.	Take a Selfie that <i>you</i> like for your work.	Posting comments on school blogs/SeeSaw – what makes a good comment?	Posting comments on school blogs/SeeSaw – what makes a good comment? Know that information given online and people you meet may not always be truthful.	Why do we take selfies? What makes a good selfie? Respond appropriately with chats/comments online as you would face-to-face.	What is photo software and discuss wider issues around ‘photo-shopping’ images. Know about airbrushing and become more discerning.	To evaluate materials posted on social media sites (such as Tumblr that any user can see) Understand Live Video streams are unfiltered
Well-Being and Lifestyle	I know adults at home set rules for me and my devices. I know I use devices at home differently to at school: -Watching TV vs Making a Film -Playing a game vs Painting a picture	I can explain rules and routines for when it’s ok to use devices at home and at school.	I can give examples of when it’s easy to spend lots of time using a device (watching youtube, streaming, gaming etc). I can suggest strategies to limit these times (just before bed)	I know why spending too much time gaming, streaming etc is an unhealthy use of time. I plan my own routine for when I can use devices and for how long (A Device Diet) Games, Movies and TV shows have age restrictions. Know why and how to find them out.	I can describe when devices affect healthy sleep and plan my own strategies to promote healthy sleep. I make my own ‘Device Diet’ routine for home. Games, Movies and TV shows have age restrictions. Know why and how to find them out.	I know devices that can have a positive impact on my lifestyle (activity trackers) My Device Diet shows when I am motivated by technology in an active lifestyle (wellness apps, fitness apps)	I can assess and action different strategies to limit the impact of technology on my health (night-shift mode, regular breaks, posture, sleep, exercise, diet) Know that Games are designed to be addictive. Games are businesses who want profit from your addiction.
Resources	<ul style="list-style-type: none"> Daisy Chain online story about photographs and bullies Penguin Pig story about an advert for a Penguin Pig 	<ul style="list-style-type: none"> Daisy Chain online story about photographs and bullies Penguin Pig story about an advert for a Penguin Pig 	<ul style="list-style-type: none"> Little Red Riding Hood and The Woolly Sheep story – the woolly sheep is really a wolf. Penguin Pig story 	<ul style="list-style-type: none"> Pause and Think Online video from Common Sense Media on YouTube But It’s Just a Game Story 	<ul style="list-style-type: none"> Pause and Think Online video from Common Sense Media on YouTube But It’s Just a Game Story 	<ul style="list-style-type: none"> Troll Stinks story about Billy Goat and Cyril using the farmer’s mobile phone. But It’s Just a Game Story 	<ul style="list-style-type: none"> CEOP resource for Live Video streams Troll Stinks story about Billy Goat and Cyril using the farmer’s mobile phone. But It’s Just a Game Story

3	Digital Footprint & Reputation		Pupils and students learn to protect their own privacy and respect others' privacy. Our digital world is permanent, and with each post pupils and students are building a digital footprint. By encouraging pupils and students to self-reflect before they self-reveal, they will consider how what they share online can impact themselves and others				
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Digital Footprint and Reputation	Look at the school website and photographs from school blogs.	Look at the school website and photographs from school blogs. Know that parents can see these photographs.	Understand the term 'digital footprint' Children know that photographs can be published online – and they have a right to say they don't want theirs posting.	Understand the term 'digital footprint' Know what is ok to share online about yourself Who does your image belong to? When your photograph is taken, or you take a photograph of someone, who owns that image?	To learn about the benefits of sharing information online but also learn the disadvantages Who does your image belong to? When your photograph is taken, or you take a photograph of someone, who owns that image?	To learn about the benefits of sharing information online but also learn the disadvantages	Map own digital footprint. What online tools do you use? Discuss risks and appropriate: Online games, youtube, minecraft. Who owns the images uploaded to social media?
Resources			Kidsmart.org for digital footprint resources	Internet.org.uk for safer footprint resources		#Goldilocks Story Book	Kidsmart.org to measure a digital footprint #Goldilocks story book

4		Creative Credit, Copyright and Quality		Living in a “copy/paste” culture, pupils and students need to reflect on their responsibilities and rights as creators in the online spaces where they consume, create, and share information. From addressing plagiarism to piracy, pupils and students learn about copyright and fair use.				
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Creative Credit, Copyright and Quality	Put your name on your digital work – can you write it/type it? Can you use a selfie?	To know what an advert on a website or in an app looks like – do you click it? I name my digital work to show it belongs to me.	To know what an advert on a website or in an app looks like – do you click it? I know digital work I create belongs to me because the work was my idea, that I designed it.	Recognise messages that say ‘you’ve won a prize’ and understand if this is real or not. I know digital work I create belongs to me because the work was my idea, that I designed it.	Recognise websites that have real, reliable sources and how websites like Wikipedia work. I know pictures and information I find online belongs to someone else, that it can hurt them if I use it without permission.	Use creative commons search engines/filters for images. Do we have permission to use this image in our work? What is Fake News? Use fact tracking websites.	Use creative commons search engines/filters for images. I know strategies to avoid copyright such as being inspired by an image I see online and creating my own to use myself. How are photographs used in Fake News? How sure are we that image is from that event?	
	Resources	<p>Snopes.com – fact checking website</p> <p>Unplash for Education – royalty free images.</p>						