Online Safety

Our mission is for children to become computer experts, to browse safely and to code and create to present their ideas digitally

1. Computing at Ellwood school (how do we teach online safety?)
2. Online safety at home (age appropriate games)
3. Keeping your child safe at home (check list)
4. Online support links

Our curriculum is designed to equip children with life in the ever changing digital world. It is important that our curriculum is up to date as technology is always changing and evolving; our curriculum outlines the skills and knowledge for each year group to ensure children leave school with technology skills that they will need in the next stage of their education.

Being online presents lots of **great** opportunities for children, from supporting them with school work to communicating with friends and family. However, being online can also come with numerous risks. At home is where your child will spend most of their time online, so it is vital for you to know how to help keep them safe.

Autumn 1

Online Safety	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Year 1	**Lesson objectives:** **Prior learning assessment** **To know what the internet is and how to use it safely** I understand what the internet is. I know how to offer advice to anyone who is being treated unkindly online. I know who to go to when I need help and advice with online matters	**Lesson objectives:** **To understand different feelings when using the internet** I can recall what the internet is I can recognise advice to stay happy and safe online I can provide advice on ways to stay happy and safe online	**Lesson objectives:** **To understand how to treat others, both online and in-person** I can recall the top tips for using the internet safely I can recognise how actions on the internet can affect others I can understand the ways to use the top tips to be in control of my actions when on the internet	**Lesson objectives:** **To understand the importance of being careful about what we post and share online** I can understand the meaning of 'sharing' and 'posting' information online I can understand what 'digital footprint' means I can recognise the information types of my own digital footprint
	Assessing progressing and understanding **Pupils with secure understanding indicated by:** being able to discuss what the internet is and what you can do online. **Pupils working at greater depth indicated by:** their ability to identify what they should and should not do to keep themselves safe on the internet.	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** The ability to recognise how internet use may affect mood or emotions and can link this to specific online activity. **Pupils working at greater depth:** Can explain the difference between real friends and online friends and should write these facts on their masks, along with an example of when the internet has had a strong positive or negative effect on them.	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** The children's ability to recognise how internet use can upset others. **Pupils working at greater depth indicated by:** The children's ability to recall all top tips for using the internet safely.	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** The children's ability to identify which information is appropriate to share and post online and which information is not. **Pupils working at greater depth indicated by:** The children can explain rules to help others avoid sharing or posting things that may affect others and can set some rules for their internet activities
	Vocabulary ✓ respect ✓ online ✓ communicate ✓ kind ✓ unkind ✓ internet ✓ internet safety ✓ online safety ✓ devices	**Vocabulary** ✓ Instructions ✓ Computer ✓ Internet ✓ Connection ✓ Predict ✓ Internet safety ✓ Online safety ✓ Respect ✓ Kind	**Vocabulary** ✓ Instructions ✓ Computer ✓ Internet ✓ Connection ✓ Predict ✓ Internet safety ✓ Online safety ✓ Respect ✓ Kind	**Vocabulary** ✓ Instructions ✓ Computer ✓ Internet ✓ Connection ✓ Predict ✓ Internet safety ✓ Online safety ✓ Respect ✓ Digital footprint
	Comments:	**Comments**	**Comments**	**Comments**

Autumn 1 Online Safety	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 2	**Prior learning assessment** **I know what happens to information posted online** I can explain what online information is. I know what is safe to share online. I know who to talk to if something is shared that makes me feel sad or worried	**To know how to keep things safe and private online** **I know what passwords are for** I can explain how to create a strong password I know what information is private and can explain how I can keep this private	**To explain what should be done before sharing information online** I understand why I ask permission I can explain who I need to ask permission from before sharing content online I can explain people's feelings if I share things online without their permission	**To explain why I have the right to say no and deny permission** I can explain why I have the right to say no I know who to ask for help if I am unsure or feel pressure to do something I can explain why I need to ask a trusted adult before clicking 'accept'	**To learn strategies that will help me decide if something I see online is true or not** I can explain the difference between things that are 'imaginary', 'made up' or 'make believe' and those that are true or real I can explain why some information I find online may not be true I can explain why people may post things online that are not true
	Assessing progress and understanding **Pupils with secure understanding indicated by:** children can explain what is meant by online information and what information is safe to be shared online. **Pupils working at greater depth indicated by:** children are aware of what information is safe to be shared online and have a range of strategies to report any online information that makes them feel sad or worried.	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** Can explain why we need passwords and the need for a strong password. They know what information is private and how we can begin to make things private online. **Pupils working at greater depth indicated by:** Knowing why we use passwords to secure our devices and can give strategies for creating a strong password. They can explain the difference between personal and private information and discuss how we can keep information private online and the implications of not doing this	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** Understanding that they need to ask permission before sharing content online. Explaining how it might make others feel if they have not asked permission or have shared information about someone else when asked not to. **Pupils working at greater depth indicated by:** Thinking critically about the content they share about themselves and others and how it makes them feel. Explain why they should seek permission of the person the content is about or ask their own guardian if it is about themselves.	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** Understanding that they have a right to say no/deny their permission and know who they can ask for help. **Pupils working at greater depth indicated by:** Being able to provide examples of when they may want to deny their permission and the importance of asking a trusted adult before clicking 'accept'	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** Understanding that not everything they see online is true and can explain some strategies to help them work out if information is reliable or not. **Pupils working at greater depth indicated by:** Pupils can explain strategies for checking the reliability of information they found online and can explain reasons why people might post false information online.
	Vocabulary ✓ Offline ✓ Online ✓ Information ✓ Private ✓ Safe ✓ Trusted adult	**Vocabulary** ✓ Online ✓ Offline ✓ Online information ✓ Private ✓ Safe ✓ Trusted adult	**Vocabulary** ✓ Content ✓ Permission ✓ Share	**Vocabulary** ✓ Permission ✓ Denying permission ✓ Pressure ✓ Trusted adult ✓ Accepting ✓ Private information **British values:** ✓ Individual liberty	**Vocabulary** ✓ Reliable ✓ Edit ✓ Images ✓ Pop ups **End of unit quiz**

Autumn 1 Online Safety	Lesson 1	Lesson 2	Lesson 3	Lesson 4	
Year 3	**Prior learning assessment** To understand how the internet can be used to share beliefs, opinions and facts I can understand that not all information on the internet is true I can explain the terms 'belief', 'opinion' and 'fact' I can use key phrases within a search engine to produce accurate results	To understand the effects that some internet use can have on our feelings and emotional wellbeing I understand that being on the internet can affect my mood I know actions that I can take if something on the internet has upset me	To understand the ways personal information can be shared on the internet I can understand what 'privacy settings' are I can recognise that devices can communicate with one another to share personal information I can explain what 'autocomplete' is and how to choose the best suggestion	To understand the rules for social media platforms I can understand what social media platforms are used for I can recognise why social media platforms are age-restricted I can list some top tips on using social media platforms for people to stay safe	
	Assessing progress and understanding **Pupils with secure understanding indicated by:** knowing what fake news is and the ability to differentiate between fact, opinion and belief. **Pupils working at greater depth indicated by:** recognising that not everything we read online is true and knowing how to look for whether a source of information is reliable.	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** The children's ability to recall some of the seven tips for dealing with upsetting online content (slide 7 of the Presentation: When being online makes me upset). **Pupils working at greater depth indicated by:** The children's ability to recall all of the seven tips for dealing with upsetting online content and becoming familiar with the organisations, charities and helplines that can provide advice when a trusted adult is not available	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** The children understanding that digital devices used can share personal information amongst each other. **Pupils working at greater depth indicated by:** The children can recognise how devices communicate with the internet to provide information and data and will be able to name examples e.g. supermarkets, smart motorways etc.	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** Confidence in understanding some of the key features of social media platforms and the age restrictions that are required for popular social media platforms. **Pupils working at greater depth indicated by:** Understanding the key features of social media platforms, the age restrictions and can articulate why these restrictions are in place and identify elements of social media key features – live chat, instant messaging, picture sharing are available in varying forms on a range of sites online.	
	Vocabulary ✓ Fact ✓ Opinion ✓ Belief ✓ Internet ✓ Search engine ✓ Accuracy ✓ Reliability	**Vocabulary** ✓ Internet ✓ Content ✓ Device ✓ Block and report ✓ Privacy settings	**Vocabulary** ✓ Internet of things ✓ Smart devices ✓ Digital devices ✓ Autocomplete	**Vocabulary** ✓ Social media platforms ✓ Age restrictions ✓ Digital devices ✓ Search functionality	

Autumn 1

Online Safety	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 4	**Lesson objectives:** **Prior learning assessment** To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy I can describe how to search for information on search engines, social media and image and video sites I can make judgments about the accuracy of the information I am presented with	**Lesson objectives:** To describe some of the methods used to encourage people to buy things online I can describe some methods used by companies such as 'in-app purchases' and 'pop-ups' I can recognise some of these when they appear I can think about ways to avoid purchases	**Lesson objectives:** To explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true I can explain the difference between facts, opinions and beliefs I can make my own judgments about what I read and see online	**Lesson objectives:** To explain that technology can be designed to act like or impersonate living things I can explain what a 'bot' is I can provide examples of bots I can describe the benefits and the risk of using bots now and in the future	Revisit and end of unit quiz To explain how technology can be a distraction and identify when I might need to limit the amount of time spent using technology I can explain how technology can be both a positive and negative distraction I can recognise the amount of time I spend on technology I can suggest strategies to help limit time spent on technology
	Assessing progressing and understanding Pupils with secure understanding indicated by: Being able to describe how to search over multiple platforms and are aware of the accuracy of the results presented Pupils working at greater depth indicated by: Will be able to describe how to search effectively over a multiple of technologies and can explain with reasons the accuracy of the results shown.	**Assessing progress and understanding** Pupils with secure understanding indicated by: Describing some of the methods used to persuade people to buy online. Pupils working at greater depth indicated by: Describing a range of methods used to persuade people to buy online and recognising these over multiple platforms.	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** Being able to explain the difference between fact, opinion and belief and recognise these online. **Pupils working at greater depth indicated by:** Using examples to explain the difference between facts, opinions and beliefs found online and describe why it is important to create your own judgements about what you have read.	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** Can explain what a bot is and give examples of different bots. **Pupils working at greater depth indicated by:** Explain the benefits and risks of bots around the home and workplace.	**Assessing progress and understanding** Pupils with secure understanding indicated by: being able to explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology. Pupils working at greater depth indicated by: being able to recognise and explain the positive and negative distractions the technology they use has on them and recognise changes they may need to make to reduce the amount of time spent on technology.
	Vocabulary ✓ Search results ✓ Trustworthy ✓ Reliable ✓ Advertisements ✓ Sponsored ✓ Snippets ✓ Accuracy	**Vocabulary** ✓ Ad ✓ Sponsored ✓ In-app purchases ✓ Influencer ✓ Recommendations ✓ Advertisements	**Vocabulary** ✓ Instructions ✓ Computer ✓ Internet ✓ Connection ✓ Predict ✓ Internet safety ✓ Online safety ✓ Respect ✓ Kind	**Vocabulary** ✓ Instructions ✓ Computer ✓ Internet ✓ Connection ✓ Predict ✓ Internet safety ✓ Online safety ✓ Respect ✓ Digital footprint	**Vocabulary** ✓ Distractions ✓ Screen time ✓ Hashtag
	Comments:	Comments	Comments	Comments	Comments

Autumn 1

Online Safety	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 5	**Prior learning assessment** To understand how apps can access our personal information and how to alter the permissions. I can understand the importance of keeping passwords safe I can identify that passwords are needed for access to 'apps' I can explore how apps require permission to access private information I know how to alter the permissions apps require	To be aware of the positive and negative aspects of online communication I can understand different types of online communication I am aware of some of the different types of online communication I can recognise the positive and negative forms of online communication	To understand how online information can be used to form judgements I can understand why people search personal information about others online I know how to search for personal information about others online I can form opinions about the reliability of the information about a person	To discover ways to overcome bullying I can recognise differences between online and offline bullying I can describe some of the differences between online and offline bullying I can identify ways to help those being bullied online I can recall organisations and people who can help with online bullying issues	To understand how technology can affect health and wellbeing. I can identify the advantages and disadvantages technology has to health (mental and/or physical). I can research advice and ways to support others with their online health and wellbeing. I know where I can go to for support if my wellbeing is being negatively affected by technology.
	Assessing progress and understanding **Pupils with secure understanding indicated by:** Understanding that passwords need to strong and that apps do require some form of passwords. **Pupils working at greater depth indicated by:** Knowing that strong passwords need to be of certain lengths and have various characters. Also, that they know what 'app permissions' are and how these settings protect private information.	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** Recognising a couple of the different types of online communication and know who to go to if they need help with any communication matters online. **Pupils working at greater depth indicated by:** Recognising all forms of online communication. Being able to spot positive and negative forms of communication and knowing how to deal with those that cause online abuse.	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** Searching for simple information about a person, such as their birthday or key life moments. **Pupils working at greater depth indicated by:** Knowing that information online about people is often somebody's opinion or judgement and not always factually true.	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** Knowing what bullying is and that it can occur both online and in the real world. **Pupils working at greater depth indicated by:** Knowing that online and real-world bullying have their similarities and differences and know where to seek advice from i.e. adults and organisations.	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** Recognising when health and wellbeing are being affected in either a positive or negative way through online use. Offering a couple of advice tips to combat the negative effects of online use. **Pupils working at greater depth indicated by:** recognising the impact of online use on our health and wellbeing. Being able to offer suggestions, tips and advice to others about the impact that online use can have on our health and mental wellbeing.
	Vocabulary ✓ Password ✓ Strong password ✓ Applications ✓ Apps ✓ Private information ✓ Personal information ✓ In-app purchases ✓ App permissions	**Vocabulary** ✓ Technology ✓ Communication ✓ Online communication ✓ Emojis ✓ Memes ✓ Positive contributions ✓ Trusted adult ✓ Advice ✓ Organisations British Values: Mutual Respect	**Vocabulary** ✓ Technology ✓ Communication ✓ Online communication ✓ Emojis ✓ Memes ✓ Positive contributions ✓ Trusted adult ✓ Advice ✓ Organisations	**Vocabulary** ✓ Bully ✓ Bullying ✓ Online ✓ Real world ✓ Trusted adult ✓ Organisation **British values:** ✓ Mutual Respect	**Vocabulary** ✓ Online ✓ Technology ✓ Health ✓ Wellbeing ✓ Support ✓ Application ✓ Organisation ✓ Mental health ✓ Mindfulness **End of unit quiz**

Autumn 1

Online Safety	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 6	**Prior learning assessment** To describe issues online that give us negative feelings and know ways to get help I can describe scenarios that could make someone feel sad, worried, uncomfortable or frightened I can give examples of how to get help online and offline I can explain the importance of asking for help	To think about the impact and consequences of sharing online I can describe how to be kind and show respect for others online I know the risk involved with sharing things online even if it is sent privately	To know how to create a positive online reputation I can describe what a positive online reputation is I can explain strategies to create a positive online reputation	To be able to describe how to capture bullying content as evidence I know a range of strategies to collect evidence I know who to share evidence with to help me	To manage personal passwords effectively I know how to create a strong password I know a range of strategies for managing my passwords I can explain what to do if my password is shared, lost or stolen
	Assessing progress and understanding **Pupils with secure understanding indicated by:** The ability to discuss a range of issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help. **Pupils working at greater depth indicated by:** The ability to discuss negative feelings associated with issues online. Describing how to get help both online and online and the importance of persistence until we get the help we need. .	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** Explaining how sharing online can have both positive and negative impacts. Being aware of how to seek consent from others before sharing material online and can describe how content can still be shared online even if it is set to private. **Pupils working at greater depth indicated by:** Explaining, with examples, how sharing online can have both positive and negative impacts. Discussing how content shared that was set to private can make someone feel and how they can get help if this happens.	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** Children explaining what a 'digital reputation' is and what it can consist of. **Pupils working at greater depth indicated by:** Children explaining strategies in developing a positive online reputation.	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** Children understand the importance of capturing evidence of online bullying and can demonstrate some of these methods on the devices used at school. **Pupils working at greater depth indicated by:** Children can explain why it is important to capture evidence of online bullying. They can demonstrate some of these methods on the devices used at school and research how to do this on the devices they use at home.	**Assessing progress and understanding** **Pupils with secure understanding indicated by:** Pupils will be able to describe ways to manage passwords and strategies to add extra security such as two factor authentication. Pupils can also explain what to do if passwords are shared, lost, or stolen. **Pupils working at greater depth indicated by:** Children can describing effective ways to manage passwords. They understand the importance of not sharing passwords and can describe why others may want your passwords. They can explain what to do if passwords are shared, lost or stolen and the importance of doing this quickly.
	Vocabulary ✓ Online ✓ Report ✓ Block ✓ Privacy settings	**Vocabulary** ✓ Consent ✓ Private ✓ Settings ✓ Screengrab ✓ Respect ✓ Inappropriate **British Values:** Mutual Respect	**Vocabulary** ✓ Reputation ✓ Online reputation ✓ Digital footprint ✓ Personality ✓ Digital personality ✓ Anonymity	**Vocabulary** ✓ Online bullying ✓ Screen grab ✓ Screenshot ✓ Copy ✓ Paste ✓ URL ✓ Block and report	**Vocabulary** ✓ Biometrics ✓ Two factor authentication ✓ Password ✓ Username ✓ Secure ✓ Hacking **End of unit quiz**
	Comments:	**Comments:**	**Comments:**	**Comments:**	**Comments:**

Half of ten-year olds now own their own smartphone (Ofcom 2019)

70% of 12-15-year olds now have a social media profile, with Snapchat being the most prominent platform in this age group (Ofcom 2019)

Children aged 5-15 now spend over 14 hours a week online, just over two hours a day (Ofcom 2019)

Parents Protect website

Key considerations

Sharing information:

Does your child overshare when they are on the Internet? Do they know not to share personal information such as their full name or address online? Spend time talking to your child about what is safe and not safe to share online.

Age restrictions:

Are you aware of the content your child is accessing? Some content out there is not suitable for children. If children are playing games online, they usually come with an age certification but when accessing online content through a video streaming platform, this is not always the case. Encourage your child to ask you for guidance when accessing new content or websites so you can help show them if it is safe and/or suitable for them. https://www.commonsensemedia.org/

Gaming:

More and more games are regularly available for your child to access online. Online games may involve online chats, live chats or include pop-up advertisements that encourage your children to buy products or more lives. Regularly chat to your child about what games they are playing online and what peripheral content they might be subjected to. Websites such as https://www.commonsensemedia.org/ can also support you with keeping up to date with new games that are available and their age restrictions

Online bullying

Children find it a lot easier to be hurtful towards others when they are online than face to face. Encourage regular talks with your child about how to be kind when they are online. When online, your child could also be a victim of bullying. If you do suspect your child is being bullied, talk to them and ask them to explain what is happening. All apps and websites have the ability to block and report users. You can use this website to find out how help to keep your child safe from cyberbullying: https://www.nspcc.org.uk/what-is-childabuse/types-of-abuse/bullying-and-cyberbullying/

Online grooming:

It is important for your child to understand that not everybody they meet online is who they say they are.

Regularly review your child's friends and contacts and ask them who they have been talking to online. Any incidents can be reported to https://www.ceop.police.uk/Safety-Centre/

Screen time:

With an increased dependency on technology, it can sometimes be hard to reach a balance between screen time and 'non-screen' time. Encourage activities away from the screen such as playing a board game or going for a walk.

Screen Time

Children with higher screen time tend to have a less healthy diet, a higher energy intake, and more pronounced indicators of obesity.

Children with higher screen time, particularly over 2 hours per day, tend to have more depressive symptoms, although it has been found by some studies that some screen time is better for mental health than none at all.

Screen Time

It is recommended that families should negotiate screen time limits with their children based upon the needs of an individual child, the ways in which screens are used and the degree to which use of screens appears to displace (or not) physical and social activities and sleep.

Encourage your child/children to PLAY, go outdoors instead of playing online games everyday.

RCPCH
Royal College of
Paediatrics and Child Health
Leading the way in Children's Health

Reels, stories and snaps explained ⊖

These are some of the features of different social media platforms and what they mean:

- **Reels:** are short videos that users can create, edit and upload to share with their followers.

- **Stories:** a way of posting photo and video content that typically vanishes after 24 hours. However, they can also be saved to a profile and viewed again.

- **Snaps:** a snap is a picture or video which is deleted automatically once it has been viewed. They can be viewed for only a few seconds before deleting.

- **DMs:** direct message, used to describe private messages send on social media.

Social media apps

Here are some of the main Social Media apps with their age rating and main features:

Facebook	⊕
Instagram	⊕
Snapchat	⊕
Tiktok	⊕
Twitter	⊕
Wink	⊕

13 +

Social media companies set the age limits on their platforms and many of them say children under 13 years of age are not allowed, but many younger children have accounts. This will stop.

PEGI 16

This rating is applied once the depiction of violence or sexual activity reaches a stage that looks the same as would be expected in real life. The use of bad language games with a PEGI 16 rating can be more extreme, while the use of tobacco, alcohol or illegal drugs can also be present.
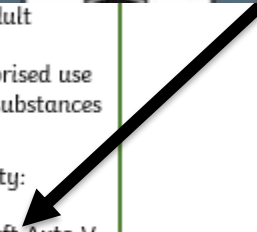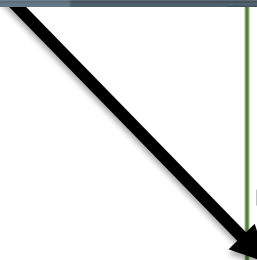
PEGI 18

The adult classification is applied when the level of violence reaches a stage where it becomes a depiction of gross violence, apparently motiveless killing, or violence towards defenceless characters. The glamorisation of the use of illegal drugs and of the simulation of gambling, and explicit sexual activity should also fall into this age category.

Why are the foll appropriate for

PEGI 12

Video games that show violence of a slightly more graphic nature towards fantasy characters or non-realistic violence towards human-like characters would fall in this age category. Sexual innuendo or sexual posturing can be present, while any bad language in this category must be mild.

Check list for Parents/Carers

Online safety checklist

◻ Ensure that location is disabled on any device your child uses so your child can't accidentally share their location.

◻ Either ensure that no credit cards or bank details are linked on your child's device, or if they are, make sure they can only be used with a password.

◻ On some devices, parents receive a message when their child tries to download any apps – on Apple, this is called Ask to Buy and can be used on Family Sharing.

◻ Ensure that devices are set up appropriately for children by choosing "child" during the set-up process.

◻ Check children's privacy settings on any social network they are using to ensure they cannot be contacted by people they don't know.

◻ Have regular conversations with your child to find out what they are doing online, to find out if they are having any worries and problems.

◻ Encourage a healthy balance between 'screen' and 'non-screen time'. Parental settings do allow for devices to be locked after a set time.

Websites:

www.parentsprotect.co.uk/internet-safety.htm?utm_source=bing&utm_medium=ad&utm_campaign=pp-online-safety&msclkid=78f06919023b1230cc1e0c5aac37be29

www.ceop.police.uk/Safety-Centre/

https://www.nspcc.org.uk/what-is-childabuse/types-of-abuse/bullying-and-cyberbullying/

https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/

https://www.skipseducational.org/safety-net/