Stanhope Primary School
Progression of Knowledge and Skills in E-Safety

Subject	E-Safety
	Intent
	E-Safety is an integral part of children's education in today's digital world and it is embedded in their learning at school. Technology and the way in which our children engage with the internet is changing rapidly and we need to equip our young people for the changing demands that new technology brings. At Stanhope Primary School, E-Safety is paramount. It is imperative that we teach the children how to use the internet safely and responsibly.
	At Stanhope Primary we teach the SMART rules as part of our embedded Computing and E-Safety Curriculum as well as incorporating them in a cross curricular way with other subjects.
	In most year groups there are 5 units to work through across the year; one for each term. It should take more than one lesson per unit and be consolidated throughout the term. The last term is for review and to the judgement of the teacher, depending on the ability and needs of each class. It may be worked alongside something current and appropriate for that particular class at that time. This programme of study will coincide with the PurpleMash unit of work.

E-Safety is not directly linked to the objectives within the New 2021 Early Years Foundation Stage Curriculum, our Early Years Team will introduce, teach and support the children in the main introductory principles of E-safety by using the following objectives and supporting materials.

Year Group	EYFS		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Internet Safety Information Literacy Creative Credit & Copyright Digital Footprint & Reputation Relationships & Communication	Begin to understand they can use the internet to communicate with family and friends. To be aware that the internet can be used to play and learn, supported by a trusted adult/teacher. Begin to understand the difference between real and online experiences. Be aware of how to keep safe and what to do if they are concerned. To understand the importance of politeness and courtesy on and off the internet.	● www.stanhopeprimary.com ● Childnet- The Adventures of Kara, Winston and the Smart crew ● ChildNet – Smartie the Penguin ● ChildNet – Smartie the Penguin ● ChildNet - Digiduck ebook ● Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners ● https://www.purplemash.com/login/ ● https://www.bbc.co.uk/cbeebies ● Twinkl Internet Safety Early Years (EYFS) Buddy the Dog Powerpoint story ● Saferinternet.org Resources- videos, e-books, quiz ● Online safety teaching resources for early years ● Keeping safe online BBC Bitesize E-Safety games, videos ● Think You Know- Jessie & Friends: online safety education for 4-7s ● Childnet- The Adventures of Kara, Winston and the Smart crew ● Fun With Spot: Homepage
Knowledge and skills Outcomes	**Introduce Stanhope's SMART rules** ● Teachers to provide model/guidance/support. Children will be shown and supported with the above objectives before they go online. ● Children will be encouraged to use technology with a trusted adult in any setting (including the home). ● Children can explore on screen activities that mimic real life. ● Children can talk about the differences between real and online experiences. ● Children begin to understand that they can share information online, e.g. via email or the school learning platform (including the use of Google Classroom). ● Children begin to understand that there is a right and wrong way to communicate and this may be different depending on who you are communicating with.		

Year Group	Year 1		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Internet Safety	**Lesson 1** **Going Places Safely** Learn about visiting places online in a safe way. Understand the importance of following certain rules to remain safe.	● E-Safety- ideas ● ChildNet – Smartie the Penguin interactive resource ● ChildNet - Digiduck ebook ● https://www.netsmartzkids.org ● NetSmartzKids - Router's Birthday Surprise video ● NetSmartzKids - Be Safer Online: The Safeside Rap song ● NetSmartzKids - Way 2 Go! song ● NetSmartzKids- Delivery for Webster ebook ● https://www.bbc.co.uk/cbeebies ● Keeping safe online BBC Bitesize E-Safety games, videos
Knowledge and skills Outcomes	<u>**Reference to SMART Rules throughout**</u> ● To be able to share personal opinions on things that matter to them and begin to explain their views (linked with identifying safe places to play, what it feels like to be safe, use of the emotional barometer) ● Understanding the world we live in by investigating places, objects, materials and living things by using all the senses as appropriate. ● By taking the children on a short technology safari around the local area, the children should begin to identify street technology: network boxes, traffic lights, street lighting controls, alarms etc ● Discuss the technology around us that helps us to stay safe, such as traffic lights, alarms, street lights, even our school electric windows for fresh air. ● Explain how we stay safe in school and other places? ● Explain how we might transfer these ideas for when we work online? Remembering visiting a website is like visiting real places. ● Rules – discuss what rules are and why we have them. Refer to SMART rules. ● Explain the importance of following rules and how rules help us in our lives? Home, school, on a bus, in a shop etc. ● Outcome- Children should be able to create a poster about staying safe in school. ● Outcome- To be able to create a class safety promotional film for staying safe around the school. To use the green screen technology to include other places such as the home, library, parks etc.		

Year Group	Year 1		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Information Literacy	**Lesson 2** **ABC Searching** Conduct a search using letters of the alphabet to help them. Learn that directory sites with alphabetical listings offer one way to find things on the Internet	• SWGfL - Swiggle.org.uk - Child Friendly Search Engine for Kids • Google- Kiddle - visual search engine for kids • Google –Safe Search Kids • Chapter 2: What is Reliable? • www.PurpleMash.co.uk • Create a role play area 'Alphabetical toy shop'. Line up/group in alphabetical order, hair colour, height order, age order etc.
Knowledge and skills Outcomes	**Reference to SMART Rules throughout** • To use mathematics (sorting/matching) e.g. ordering objects in the classroom by alphabet • Communication - uses talk to organise sequences and clarify thinking. • Listen to other people play and work cooperatively. • Identify and respect the difference and similarities between people. • Outcome- To create an alphabet ebook alongside the Computing Curriculum (e.g. iPads to sort colours, objects etc).		

Year Group	Year 1		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Privacy & Security	**Lesson 3** **Keep it Private** Learn about personal information and what it is. Learn websites may ask for names etc and how to deal with such encounters.	● Think you Know – Hector's World Hectors World ● Childnet - The Adventures of Kara, Winston and the Smart crew SMART rules ● ChildNet – Smartie the Penguin interactive resource ● ICO – Personal Information & Information Rights Lesson plans and resources
Knowledge and skills Outcomes	<u>**Reference to SMART Rules throughout**</u> ● Do the children know their own address? age? full name? etc. To understand the importance of keeping these private and not sharing with strangers in human form or 'strangers' online. Children should be able to explain why they would keep these details private. ● Can the children express who they might share details with online? Who would/could they trust? ● Outcome- Pupils create their own advert about themselves - What information would you like to be available about you in a safe shop window? What information wouldn't they include and why? ● Outcome- As a whole class or in groups- make an advert – what information should we be including? Why? Use digital images, sounds and video.		

Year Group	Year 1		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Creative Credit & Copyright Information Literacy	**Lesson 4** **My Creative Work** To be shown the concept of creative ownership. To learn their own things that they have made. Practice putting their name onto artwork they have made.	Budd:e - learning activities, rewards and interactive tool
Knowledge and skills Outcomes	<u>**Reference to SMART Rules throughout**</u> ● To know and understand the term 'ownership' ● To be able to discuss what 'ownership' means. ● Express why 'ownership' is important online? Showing/modelling examples of this, explaining the importance. ● Outcome- Art /Computing – children to create a piece of artwork, children in Year 1 to practice putting names on their artwork using a computing device (including the use of PurpleMash).		

Year Group	Year 1		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Relationships & Communication	**Lesson 5** **Sending An Email** Identify online ways of communicating with real people they know (peers, family). Explore how to send and receive emails.	● ThinkYouKnow- Lee & Kim ● (Children learn that avatars are controlled by real people. Activities, videos, lessons plans, puppet masks.) ● Insafe - Insafe resources: Activity book - Play and learn: Being online (Activity book- scroll down the page and select UK- opens in PDF). ● www.purplemash.co.uk
Knowledge and skills Outcomes	<u>**Reference to SMART Rules throughout**</u> ● To be able to explore the different ways in which we communicate with different people and in different places (body language, facial expressions, vocally). Explain what they could do if they were not with that person (letter, email- using paper aeroplane as an analogy). Allow children to explore vocabulary and recreate roles for more personalised learning. ● To demonstrate good listening and social interaction skills- being able to play and work cooperatively, showing care and respect towards one another as a way of introducing responsible actions. ● To be able to explain and discuss the importance of communicating safely over emails. ● Outcome- Children create a multimedia postcard featuring themselves and the things that are important to them, compare with real life photographs of themselves and the things around them. Discuss the differences and similarities. You could use a simple publishing tool or even a video clip or talking photo (iPad's/PurpleMash).		

Year Group	Year 2		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Internet Safety	**Lesson 1** **How do we stay safe online?** Explore websites that are acceptable and look at ways they can stay safe online. Understand not all sites are age appropriate.	● Childnet - Digiduck ebook ● Childnet – Adventures of Kara & Winston (Chapter 1, 2) ● Think you Know – Hector's World Hectors World ● SID TV – Ask before you watch ● Common Sense Matters A site to explain all age ratings from tv shows, apps, devices etc.
Knowledge and skills Outcomes	<u>**Reference to SMART Rules throughout**</u> ● Explain what we use the internet for. Focus on the idea that we use the internet to find information and details. ● Explain how they search for information online. ● To understand PEGI (a guide for games and age restrictions). ● To be able to discuss what a 'safe person' is or should be like. Discuss who they can trust. Who can they talk to if they get into trouble? If they become uncomfortable online or their 'Guard Dog' has surfaced as they suspect something or have anxious tummy feelings (guard dog and wise owl are child friendly mental health references). Ensure the children know it is their right to not feel this way. ● Outcome- To collate a list of websites that are 'reliable' and some that are not – creating a poster about why.		

Year Group	Year 2		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Digital Footprint & Reputation Privacy & Security	**Lesson 2** **What is your digital footprint?** How we create a digital footprint. To become aware of how quickly information spreads. Discuss how this is good, bad, helpful and hurtful.	● Childnet – What should you keep safe? Kara and Winston's Adventures ● You Tube – Saxon Monk- Internet videos are forever Horrible Histories series (short video- not the best quality and may want to watch before the children and decide if you think it is suitable). ● ICO – Personal Information & Information Rights Lesson plans and resources ● You tube – Hector- Keeping your personal information safe ● Welcome to the Carnival Lesson Plans ● Childnet – The Adventures of Kara, Winston and the Smart crew (Chapter 3)
Knowledge and skills Outcomes	**Reference to SMART Rules throughout** ● Relationships- Identify and respect the differences and similarities between people. ● Changes - Preparing to play an active role as citizens, to recognise choices they can make, and recognise the difference between right and wrong. ● Explain what constitutes personal details? ● To be able to explain when it is acceptable to share such details about ourselves? Name, age, photo, address, birthday, likes, password, email address, phone number, favourite singer or film. ● Explain what online footprints are. Discuss information being left about us online? Think about if this can be shared and who is responsible for it. (Sharing photo – how far will it go?) ● Outcome- Whole class circle time - What do you know about the person sitting next to you?. On sugar paper make a list of the children's ideas ● Outcome- Ask the children what they know about a picture of a chosen celebrity – make a list. Repeat with a picture of a stranger the children don't know. Now ask the children to think about pieces of information about themselves they would share with each of these people. After taking responses encourage the children to think about why these are different.		

Year Group	Year 2		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Relationships & Communication Cyberbullying	**Lesson 3** **Say No to Meanies** To begin to be aware of and understand that people act in an unkind manner online. To understand unkind behaviour has consequences online, like in real life. Understand the definition of Cyberbullying and what to do if they encounter it themselves.	● Cybersmart - Cybersmart Challenge Teachers resources ● Cyberbullying ● Kidscape –Cyberbullying and digital safety ● UK Safer Internet Centre Safer Internet Day 2020 ● Childnet – Chapter 4: Who should you tell? Kara & Winston's Adventures ● You Tube- Hector's World: ● -Keeping your personal information safe - Episode 5 - Heroes ● -You're not alone- Episode 6 - Cyberbullying ● Childnet - Digiduck Stories ● Use an online digital imagery tool such as photostory, animoto or Multimedia Posters | Online Educational Content
Knowledge and skills Outcomes	**Reference to SMART Rules throughout** ● Children feel confident and knowledgeable enough to 'Say NO to bullying'. ● To recognize how their behavior affects other people, to realize consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities. ● Share the definition of 'Cyberbullying' - what does this mean? - Where can it take place/ on which devices? ● To know who to go to if I need help. Knowing who I can trust. ● Outcome- show the children Episode 6 from Hector's world – You're not alone. Stopping the video at key intervals to discuss what is happening, children should keep referring to the impact of the behaviour of the clam fish. ● Outcome- after watching the video present the children with an image of a clam fish and the question 'What does it feel like to be a victim of cyberbullying?' children to record ideas on and around the fish. ● Outcome- create a persuasion poster (linked to Digiduck) or create an e-poster to depict how it feels to be the victim of a bullying incident.		

Year Group	Year 2		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Information Literacy	**Lesson 4** **Keywords are Needed!** To understand that keyword searching is an effective way to locate information on the Internet. To learn how to select keywords to produce the best search results. To understand that keywords searches help reveal information in secure ways. Address content and what to do if it is not appropriate.	● SWGfL - Swiggle.org.uk - Child Friendly Search Engine for Kids ● Google- Kiddle - visual search engine for kids ● Google –Safe Search Kids ● Common Sense Media - Choosing a Search Site (3-5) Lesson plans from a previous version of CSM Digital,
Knowledge and skills Outcomes	**Reference to SMART Rules throughout** *This lesson will be best linked with another topic or English based lesson when children will be carrying out research using search engines.* ● To be able to search effectively online, ensuring it is carried out in a safe and responsible manner. ● Be able to search for pieces of information using key vocabulary across a range of reliable website sources. ● Outcome- create a class top trumps game, e.g. each pupil is allocated a country and must locate key information such as longest river, highest mountain, population and tallest building.		

Year Group	Year 2		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Information Literacy	**Lesson 5 Sites I use and like** Discuss criteria for rating informational websites and apply them to an assigned site. Address the use of age related sites such as kidztube. Understand that all websites are not equally good sources of information.	● Netsafe- Hector's World Cartoons and teacher resources ● Netsmartz - Delivery for Webster ebook ● Common Sense Media - Choosing a Search Site (3-5) Lesson plans from a previous version of CSM Digital Literacy and Citizenship Curriculum ● Childnet – Chapter 2: What is Reliable? Kara & Winston's Adventures
Knowledge and skills Outcomes	**Reference to SMART Rules throughout** ● What do we mean by 'reliable' ? ● To know and understand how to search amongst websites using reliable sources. ● I can recognise what I like and dislike. ● I understand the definition of 'trust'. (British Values link) ● I know who I can trust. ● I know what information can be 'trusted' online! ● I know that just because we like a site or the way something looks online doesn't necessarily mean it is trustworthy. ● I understand how it is difficult to trust information from one site alone; I need to explore and read a variety of sources. ● Outcome- together play the game two truths and 1 lie – children to think of two things about themselves that are true and one that is a lie. Share with the class, can we spot the lie? How easy was it? ● Outcome- after watching the video in the resource list, create a list of reliable rules as a group for Kara & Winston to follow in the future.		

Suggestion – it may be advisable to recap the focus of lesson 3, Say No to the Meanies during lesson 6. With a particular focus on what children should do if they encounter unpleasant contact online. Adventures of Kara and Winston chapter 4 Who should you tell?, could be used for this focus.

Year Group	Year 3		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Privacy & Security	**Lesson 1** **Power up your Password** Explore reasons why people use passwords. Identify the features of a strong password recognising it is an important part of cybersecurity. Learn the benefits of using passwords, and discover strategies for creating passwords. Recognise that a computer password is personal information and needs to be kept private. Recognise that you need a different strong password for each online account or activity. Recognise that strong passwords help to protect personal data and internet devices from malware and hacker-led attacks.	● Protect your passwords - Windows Help Points to consider. ● Roboform - How Secure Is My Password? Password strength checking tool ● NetSmartzKids - UYN: The Password Rap ● Digicentral - Perfect passwords Teaching resource and activities ● Google - Tips for families ● Google- Be Internet Awesome lesson plans and resources Protect your stuff ● Google- https://beinternetawesome.withgoogle.com/en_uk/interland game
Knowledge and skills Outcomes	**Reference to SMART Rules throughout** ● I understand what the word 'password' means. ● I understand what passwords are used for and why they are important. ● Outcome- together compile a list of things we would need to use passwords for? (email, banking, games, etc). ● I know the types of documents which may require a password. ● I understand the importance of using a strong password (ideally a mix of two four letter words using upper and lowercase letters and numbers). ● I know some sites may allow me to choose symbols within a password. ● I understand the importance of never allowing a password to consist of an important personal name or date of birth. Typically a password will need to be eight to fourteen characters long. Using ciphers or secret codes is a good strategy for personal password management. ● I know who I should share and not share passwords with and why. ● Outcome- in small groups children produce a password rap or poem about why these are important. This can be created in a context or for a purpose to help engage pupils. Review, modify and evaluate work. Review what they and others have done to help them to develop their ideas.		

Year Group	Year 3		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Relationships & Communication Privacy & Security	**Lesson 2** **Online Communities** Explore the concept that people can connect with one another through the Internet. Understand how the ability for people to communicate online can unite a community.	- UK Safer Internet Centre Safer Internet Day 2020 - Google- Be Internet Awesome lesson plans and resources Protect your stuff - Think You Know - game with online safety questions - Think You Know-Videos - Cybercafe - fun ict - resources and videos - MediaSmarts lessons and resources (break the fake and reality check) - Share their ideas by presenting information in a variety of forms Multimedia Posters	Online Educational Content
Knowledge and skills Outcomes	<u>**Reference to SMART Rules throughout**</u> - Introduce the children to the word 'community' and explore what this means in the world. How is this different online? - Relationships - Preparing to play an active role as citizens that they belong to various groups and communities, such as family and school. - Share Cyber Café - explore the different reasons people use the internet and connect with each other. Which ones do they recognise? - Outcome- **c**hildren build a web of their family and friends and community connections. Talk about where to go for support inside school and at home.		

Year Group	Year 3		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Information Literacy	**Lesson 3** **For Sale!!!** Children understand that some sites are designed to encourage people to buy products from them	- Childnet – Chapter 2: What is Reliable? SMART crew - Be internet Legends- lesson plans for Check its for Real (scroll down to the red section). - Media Smart -Media Smart - Primary School Resources 7 - 11 yrs - Google -Google- How 'Search' works good introduction to children about searching online. - Childnet - KidSmart – Tips for children on how to search online. - Don't fall for Fake - Advertising: Media for children - TES - lesson activities to create own fake advert (registration needed) - BBC- Help Students Spot Fake News - Fake news and how to spot it to be taught in schools - CBBC Newsround
Knowledge and skills Outcomes	<u>**Reference to SMART Rules throughout**</u> - Understand the definition of the word' reliable'. - Understand how to keep myself safe when I buy things online? - I understand what websites I can trust and explain how I know. - I understand and recognise that during certain encounters with people online, people make offers just like strangers do in the street. - I can analyse an advert, explaining if I would/would not trust it. - Outcome- children to create an advert that looks trustworthy and one that doesn't – children to label features Multimedia Posters	Online Educational Content - Outcome- create a webpage blog or wiki (PurpleMash).. Include hyperlinks, images, sounds and even video or animation clips. - Outcome- Home	CultureStreet A site that includes hyperlinks, images, sounds and even video or animation clips. Link the activity to real life fundraising for community projects such as the Christmas performance, Easter Fayre or end of term events.		

Year Group	Year 3		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Relationships & Communication Privacy & Security	**Lesson 4** **Show Respect Online** Explore the similarities and differences between in- person and online communications. Learn how to write clear and respectful messages	• Think You Know - game. Resources also available exploring aspects of online communication • Cybercafe - fun ict • UK Safer Internet Centre Safer Internet Day 2020 • Education World- Respect lesson Plans • YouTube- Check It by Fischy Music -talk about the lyrics that they encounter – what does this song tell us? • Respect Lesson Plan 2

Knowledge and skills Outcomes	**Reference to SMART Rules throughout**
	
	• Children can explore the differences between engaging with a person online and someone offline.
	• Children can explain the differences between engaging with people online and offline.
	• Children can discuss facts about people on/offline, and explain if they are trustworthy.
	• Children can discuss strangers in human form and online form. Thinking about what information we would share with them.
	• Outcome- New Beginnings (PSHE/SMSC) – Create a class charter for communication based on positive rules.
	• Outcome- children hold a debate. Split the children into 2 groups and give them 1 of two points.
	    1- It's worse to say something mean to some to their face than it is to post it online
	    2- It's worse to post something mean about someone than to say it to their face.		

Year Group	Year 3		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Relationships & Communication	**Lesson 5** **Writing Emails** Learn how to communicate effectively by email. Acknowledge appropriate ways to communicate taking into account the purpose and audience of their message, and the tone they want to convey. Learn how to stay safe when using them.	● Get Safe Online - Spam And Scam Email Information for teachers and parents ● Childnet – The Adventures of Kara, Winston and the Smart crew Chapter 1 What should you accept? ● Thiankuknow: Cyber Caafe ● https://www.thinkuknow.co.uk ● Lee and Kim (registration needed) ● How email works - KS2 Computing ● www.PurpleMash.co.uk ● http://www.purplemash.co.uk/ ● www.twinkl.co.uk - Year 3 emailing pack
Knowledge and skills Outcomes	<u>**Reference to SMART Rules throughout**</u> ● Refer to PSHE/SMSC- Getting on and falling out ● Through the use of Purple Mash- children will be exposed to the importance of accessing emails safely and responding to people in the correct manner. ● Children will be encouraged to think about opening emails from people they are not familiar with and the risks that this behaviour has. ● Teach children the importance of understanding and accepting responsibility for their actions and things they send. ● Outcome- opportunity to discuss the use of acronyms, capital letters as shouting during dialogue and emoji's. ● Outcome- design a glossary for online terminology, include emoticons :), :(, capitalization = shouting, and acronyms such as LOL.		

Year Group	Year 4		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Relationships & Communication Self Image & Identity	**Lesson 1** **Who is responsible anyway?** Explore what it means to be responsible and respectful. Explore how to treat each other appropriately, whether it be online or offline. Learn and understand the term 'good digital citizens.'	● Childnet – Only a game ● Drama resource Digicentral - Digital values ● Think You Know Game - exploring aspects of online communication ● Cybercafe - fun ict ● UK Safer Internet Centre Safer Internet Day 2020 ● Thinkuknow: Cyber Cafe ● Be Internet Legends Think before you share for extra ideas and resources.
Knowledge and skills Outcomes	<u>**Reference to SMART Rules throughout**</u> ● Explore the definitions of 'Responsible' and 'Respectful', providing examples. ● Children provide personal examples of when they have shown responsibility and respect - everyday life. ● Discuss how they can ensure they behave as good citizens? ● Outcome- together as a class create a compass of responsibility, who are they responsible for? What are they responsible for? ● Outcome- children to present their own online survey perhaps as part of a class blog. Use google docs to create a form, online survey tool such as survey gizmo, monkey or survey tool within school learning platform. Explain and justify choices of questions		

Year Group	Year 4		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Relationships & Communication Privacy & Security Information Literacy	**Lesson 2** **Private Information** Explore how you must protect yourself online from online identity theft. To critically think about YOUR identity and information shared online.	● Childnet - Young people and social networking Advice for teachers and parents. ● ICO –Primary school lesson plans and resources ● Childnet – Chapter 3: What should you keep safe? Kara & Winston's Adventures ● BBC –Protect thy privacy settings! - CBBC Horrible History series ● Hector's World- You Tube: ● Keeping your personal information safe - Episode 2 - Welcome to the carnival ● Keeping your personal information safe - Episode 3 - It's a serious game ● Keeping your personal information safe - Episode 4 - The info gang - Audio Description
Knowledge and skills Outcomes	**Reference to SMART Rules throughout** ● Children will be provided with case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behavior. What would they do? What could they do? ● Discuss stranger danger and recap the information you may share with an online stranger. ● Children to be made aware of the risks involved in thinking about sharing information. ● Outcome- produce 2 t-shirt designs, one must feature public information and would feature private or sensitive information. Children to discuss how they would feel wearing each of their designs in a range of locations and situations. Children think about the links this makes online.		

Year Group	Year 4		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Internet Safety Cyberbullying	**Lesson 3** **Words can hurt** Understand how messages received online can affect mental wellbeing; angry, sad, hurt or lonely. Think of actions that help to fight cyberbullying.	● ChildNet - Chapter 4: Who should you tell? Pause at certain points to encourage the children to think about different ideas and the concept behind the video. ● Anti-Bullying Week: Online bullying and how to stop it - CBBC Newsround ● Kidscape - Advice for young people ● Preventing and tackling bullying Government document ● Office of the eSafety Commissioner - Teachers resources Cyberbullying ● Look at age appropriate checker Common Sense Media: Age-Based Media Reviews for Families
Knowledge and skills Outcomes	**Reference to SMART Rules throughout** ● Children can explain the multipurpose use of the internet. ● Children feel comfortable and safe in sharing with teachers/peers or someone they trust, who they talk to online or what they talk about including if they actually know this person. ● Discuss personalities- is everybody they meet kind and as they seem? ● Children understand what the word 'Cyberbullying' means. ● Outcome- together make a list of things that would make you feel sad, hurt or uncomfortable online. Where can these dangers come from? Ensure children in this year's group understand the dangers from app's. ● Cyberbullying – produce a safety poster to highlight the risks online around bullying. They should discuss who to tell if they encounter such problems. ● Outcome- draft and write by describing the setting of feelings and atmosphere to convey a character after watching the videos above. ● Outcome- create: Big Brother Red chair to capture cause and effect of hurtful messages. Use iPad's to capture, edit and create.		

Year Group	Year 4		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Information Literacy	**Lesson 4 KeyWords are Key!** Learn strategies to increase the accuracy of their keyword searches. Understand what to do if something researched is inappropriate. Make inferences about the effectiveness of the strategies.	● Childnet – Chapter 2: What is Reliable? ● Smart Rules Kidsmart – Kidsmart ● Google Search - Discover How Google Search Works

Knowledge and skills Outcomes	<u>**Reference to SMART Rules throughout**</u>
	
	● Talk about the word 'Reliable'- ask the children what this means. Run through a range of scenarios, which would you trust?
	  - Something I told you was true
	  - Something a stranger told you
	● Ask the children how we know we can trust pieces of information? Do we trust some people we don't know? Who? What is it about them that makes them reliable? (doctors, firemen etc)
	Inform the children this works online too
	● Outcome- produce a slide, piece of work with links, text or facts. These facts would be collected from trusted websites after a similar discussion to the one outlined above. Consider what the reader needs to know and include relevant details and adapt style and language appropriately for a range of forms, purposes and readers.
	● Outcome- produce an online quiz, to be published on the school website, or school blog, **with a guide alongside it explaining the rules to good searching, to help users find answers quickly.** The guide pupils produce should be based on the knowledge learned from the unit.
	● Outcome- set up Google Forms Quiz based on school learning, topics and current music. Use a variety of media links for the answers.		

Year Group	Year 4		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Creative Credit & Copyright Information Literacy Cyberbullying	**Lesson 5** **APParently there is more to it!** Learn that copying the work of others and presenting it as one's own is called plagiarism. Learn about when and how it's ok to use the work of others. Learn about current dangers in all online forums. Encouraged age related expectations.	● https://www.allaboutexplorers.com ● TES- Plagiarism ● Common Sense Media: Age-Based Media Reviews for Families
Knowledge and skills Outcomes	<u>**Reference to SMART Rules throughout**</u> ● Children to recognise app icons- how many did they know? ● Children can identify and sort a range of games which are acceptable to use for their age range. ● Children to explain why we have icons and age related PEGI certificates. ● Discuss the risks and potential dangers to playing with/against strangers in the online digital world. ● Understand the importance of being aware of and knowing their part in being responsible players online. ● Knowing what happens to information, comments or images that are put online. ● Understanding what a digital footprint is, how it develops and how it can affect future prospects such as university and job applications, how cookies work, how content can be shared, tagged and traced, how difficult it is to remove something a user wishes they had not shared, ● Outcome- in groups children will create a newsround themed video for a local TV channel. This will be about the need to use age appropriate apps and games online. They should be encouraged to think of the risks and discuss these within it. This can be shared with the class as a whole.		

Year Group	Year 5		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Privacy & Security	**Lesson 1** **Strong Passwords** To learn how to create secure passwords in order to protect their private information and accounts online. Identify the features of a strong password, understanding it is an important part of cybersecurity. Recognise that a computer password is personal information and needs to be kept private. Recognise that you need a different strong password for each online account or activity. Demonstrate the use of a cipher or secret code to generate a personal library of strong passwords.	● Digizen - Digicentral - Perfect passwords Teacher's resource and activities ● Rumkin.com Password Strength Test Password security checking tool ● NetSmartz- homepage Resources ● The Password Rap Funny - FunnyKids Channels YouTube
Knowledge and skills Outcomes	<u>**Reference to SMART Rules throughout**</u> ● To understand that strong passwords are an essential part of cybersecurity, of protecting oneself from online threats and attacks. You need strong passwords to protect your computer (and other internet- enabled devices), and a different strong password for each online account or activity (email, IM, social networking, banking, gaming etc). ● To understand that a strong password will be a mix of upper and lowercase letters and numbers. Some sites will allow you to choose symbols as well. A password should never be a name or date of birth, or a dictionary word. Typically a password will need to be eight to fourteen characters long. Using ciphers or secret codes is a good strategy for personal password management. <u>**Key Questions:**</u> Why do we need passwords? How secure must they be? What information do you share? What should you include? Who should we share passwords with? What are the consequences of not having a strong password?		

Year Group	Year 5		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Relationships & Communication Self Image & Identity	**Lesson 2** **Digital Citizenship** Explore what makes them good citizens and how they should conduct themselves online. Create a 'We are the digital citizens pledge'	● Office of the eSafety Commissioner - E-Safety Videos and Resources ● UK Safer Internet Centre Safer Internet Day ● Think You Know- game ● Thinkuknow: Cyber Cafe - Lesson 8- Behaving Responsibly ●
Knowledge and skills Outcomes	<u>**Reference to SMART Rules throughout**</u> ● Understand the importance of their own actions online. Children should be made aware that they have responsibility for their own behaviour online. ● To be able to discuss what makes them a good citizen in the 'real' world, how does this vary or compare to online? ● To understand the definitions of 'Conduct' and 'Contact' in reference to E-Safety terms. ● Understand the quote "Let's create a better internet together" – what does this mean? How can we do this? ● To review the effectiveness of the community, the need for establishing ground rules and positive practices. ● Outcome- create a Digital Citizen Pledge' this could be done on iPad's, ICT programmes or in the form of video clips. Drama Opportunities. All children must agree to take the pledge to show that they are good citizens. ● Outcome- establish or further develop a class online community perhaps using the school learning platform, or an online resource.		

Year Group	Year 5		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Privacy & Security Digital Footprint & Reputation	**Lesson 3** **Prize Winner** To learn what spam is, the forms it takes, and then identify strategies for dealing with it. To understand and learn what things / information to trust online. What things should they download?	● BBC– **Horrible Histories - Lady Jane Grey – Beware what you download** " ● NetSmartzKids - Router's Birthday Surprise video
Knowledge and skills Outcomes	<u>**Reference to SMART Rules throughout**</u> ● To understand what spam is and what it looks like online. ● To understand the dangers of being online. ● To be clear who I can trust online- including offers/spam emails/messages. ● To stop, think and consider before downloading any material online. ● To review, modify and evaluate work as it progresses. ● Outcome- create a 'Spam Spotters' radio jingle. ● Outcome- plan their writing by noting and developing initial ideas, drawing on reading and research. ● Outcome- perform their own compositions, using appropriate meaning and intonation so that meaning is clear.		

Year Group	Year 5	
	Unit	**Objectives**	**Resources**

	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Information Literacy Relationships & Communication Digital Footprint & Reputation	**Lesson 4** **Chit Chat Carefully** Explain how children can be exposed to the dangers of online communication. Learn how to stay safe and protect themselves in the digital era. Reflect on the importance of citing all sources when they do research or communicate.	● Think You Know ● Cyber Café – Lesson 6 Chatting with Care ● UK Safer Internet Centre Safer Internet Day 2020 ● Google - How Search Works ● 4 Ways to Cite a Website
Knowledge and skills Outcomes	**Reference to SMART Rules throughout** ● Children should explore the ways that ICT can be used to communicate, collaborate and share ideas on a global scale, allowing people to work together in new ways and changing the way in which knowledge is created, whilst acknowledging sources. ● To understand the dangers/risks of being online, how does this become harder online? Does the way people behave online affect our judgments? ● To discuss what information identifies individuals – age, name gender, family, street name – children to categorise this into personal / general information. ● To understand what information should be given online and what should be kept personal. ● Knowing what happens to information, comments or images that are put online. ● Understanding what a digital footprint is, how it develops and how it can affect future prospects such as university and job applications, how cookies work, how content can be shared, tagged and traced, how difficult it is to remove something a user wishes they had not shared, ● Outcome- together as a class play the Mystery Role play game – children to think of a lie and 2 truths about themselves. Can these be spotted easily? ● Outcome- produce a film of favourite sites to support home learning, with talk-over of why these sites are relevant, useful and learning-friendly. Finished films can be loaded on the website.		

Year Group	Year 5		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Creative Credit & Copyright Self Image & Identity Relationships & Communication Internet Safety	**Lesson 5** **Picture Perfect** To learn and understand how photos can be altered digitally. Consider the impact photo sharing can have. Consider the power of the internet to distort our perceptions of people, health and beauty.	● YouTube Horrible Histories- Saxon Monk Video ● Film for 7-11 year olds SID TV- The Bigger Picture video ● The Bigger Picture
Knowledge and skills Outcomes	<u>**Reference to SMART Rules throughout**</u> ● Understanding that identity is affected by a range of factors, including a positive sense of self. ● Discuss- when sharing pictures what do we need to consider and think about? ● To understand the important things we need to think about when sharing online? Speed, footprint. ● Discuss the impact of changing photos online and how if you change a photo you are responsible for this action. ● Discuss with the children what to do if they encounter a photo that they don't like the look of? ● Outcome- work through a range of scenarios about photo sharing. ● Outcome- show a range of photos that have been cropped (see The Bigger Picture from above for examples). Children are given photos to discuss what is going on in each picture, once discussed reveal the whole image. How have their perceptions changed? ● Outcome- Who Am I in the E-World? - If pupils do not have an online presence, then they could design them – what would their gaming tag be? What would their avatar look like? How might they use images in games in social networks etc?		

Year Group	Year 6		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Internet Safety Relationships & Communication	**Lesson 1** **Talking Safely Online** Learning the internet can be a great place to develop rewarding friendships. To learn not to reveal private information to a person they know only online.	● OP - Think You Know exploring aspects of online communication ● Childnet-The Adventures of Kara, Winston and the Smart crew ● BBC – Horrible Histories- Prudish Victorian- Don't lie about your age What happens when you lie about your age online? ● Netsmartz – NetSmartz Videos ● Safety Surf Advice for children ● BBC - Internet safety: Caught in the Web - a Newsround Special - CBBC Newsround ● Get Safe Online – Safeguarding Children Information and resources for teachers and parents ● ICO – Primary school lesson plans and resources ● Common Sense Media: Age-Based Media Reviews for Families - site to check age restrictions.
Knowledge and skills Outcomes	<td colspan="3">**Reference to SMART Rules throughout** ● To discuss and have an understanding about age, lying about your age and age restrictions on websites. ● To think about, discuss and understand the consequences of lying about this important piece of information. ● Discuss dangers highlighted in shared materials (BBC horrible history videos) ● Outcome- 'How to talk safely online' Select appropriate tools to enable the creation of a child friendly multimedia advert or presentation based on key persuasive points about how to talk safely online. You could use Google Slides, iMovie/trailer or Multimedia Posters	Online Educational Content **Key Questions** ● What information are they sharing online? ● Who are they talking to? ● Do they really know these people? ● Who can you trust?</td>

Year Group	Year 6		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Relationships & Communication Self Image & Identity	**Lesson 2** **Super Digital Citizenship** Explore the idea "with great power comes great responsibility" via online platforms.	● Cybersmart - Balance time online Lesson resources ● BBC – Own It - A place to help you boss your life online - Own It Guidance, resources, videos and quiz ● Google Safety Center - Security advice for parents and families ● Common Sense Media: Age-Based Media Reviews for Families - site to check age restrictions.

Knowledge and skills Outcomes	<u>**Reference to SMART Rules throughout**</u>
	
	● To understand how they can be a responsible digital citizen.
	● To understand they have a role in keeping themselves and others safe.
	● To accept there are dangers online but the importance is how they manage these dangers.
	● Explore ideas about appropriate use of the internet and different outlets for this. Including the following points:
	    - Gaming
	    - Usage time
	    - Chat rooms
	    - Contact with stranger
	    - Apps
	    - Age restrictions
	    - Texting
	    - Instant messaging
	● Knowing what happens to information, comments or images that are put online.
	● Understanding what a digital footprint is, how it develops and how it can affect future prospects such as university and job applications, how cookies work, how content can be shared, tagged and traced, and how difficult it is to remove something a user wishes they had not shared.
	● Ensuring pupils understand what is illegal online, especially what may in some cases be seen as "normal" behaviours.
	● Outcome-create and publish a comic or animation to explore the role of digital citizens.		

Year Group	Year 6		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Privacy & Security	**Lesson 3** **Privacy Rules** Understand that websites can protect their private information. Learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.	• CEOP Thinkuknow - Jigsaw for 8 10 year olds Video about Becky and her online profile (You Tube) Very powerful. • Childnet- Parents: Supporting Young People Online • The Adventures of Kara, Winston and the Smart crew • It's Personal - Stories of navigating life online - Own It • BBC - Internet Safety quiz - do you know how to stay safe? - CBBC Newsround CBBC quiz
Knowledge and skills Outcomes	**Reference to SMART Rules throughout** Begin by showing the children the Jigsaw for 8 10 year olds Becky's Story **Key Questions:** • What does the video tell us? • Why is this message so important? • Encourage the children to see the risks with posting private information online. • Encourage them to think about the things that they share and the importance of not sharing with people they don't know. • Outcome- play a game of would you share – provide children with information and they need to decide who to share it with. • Outcome- create a news report about Becky's story. This can be recorded using iPads. • Outcome- written versions of Becky's Story -identify the audience for and purpose of the writing. Create their own compositions using appropriate grammar and punctuation so that meaning is clear. Perform their own compositions, using appropriate meaning and intonation so that meaning is clear. • Outcome- create a staying safe promo video, using scripts that the class has developed.		

Year Group	Year 6		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Cyberbullying Relationships & Communication Digital Footprint & Reputation	**Lesson 4** **Who is a Cyberbully?** Explore how it feels to be bullied online. Explore how cyberbullying is different or similar to bullying in-person. Learn strategies for handling cyberbullying when it arises.	• Cybersmart - E-Safety Cyberbullying teachers resources and lesson plans • Kidscape - Cyberbullying and digital safety Advice for families and children on cyberbullying • DfE - Preventing and tackling bullying Advice for schools October 2014 • Thinkuknow: Cyber Cafe • Text Message Template	Teaching Resources • Conscience Alley • Multimedia Posters	Online Educational Content
Knowledge and skills Outcomes	**Reference to SMART Rules throughout** • To recognise how their behavior affects other people, to realise consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities. • To discuss scenarios of online bullying to in-person bullying. • To understand the impact of sharing photos that are unkind or hurtful to others. • To be a good digital citizen- understand that deliberately sharing photos can be seen as Cyberbullying, reminding children that they must not share irresponsibly even online **Key Questions:** • Which of these is bullying? • What makes them instances of bullying, or not bullying? • Discuss the impact of • How would they feel? • Outcome- provide children with a text message template. Text Message Template	Teaching Resources • Outcome- Conscience Alley What would they do? Drama opportunities • Outcome- plan their writing by noting and developing initial ideas, drawing on reading and research. • Outcome- draft and write by describing the setting of feelings and atmosphere to convey the character. • Outcome- create a Big Brother Red chair to capture the cause and effect of hurtful messages. Use iPads to capture. How does it feel? Use an online digital imagery tool such as Multimedia Posters	Online Educational Content to create an e-poster to depict how it feels to be the victim of a bullying incident.		

Year Group	Year 6		
	Unit	**Objectives**	**Resources**
Knowledge and skills objectives/ statements	Self Image & Identity Information Literacy	**Lesson 5** **Social Networking** Explore how they use the media and social networking. Explore how to set up online profiles. Be aware of and encouraged to think about age restrictions on these outlets. Explore how the media can play a powerful role in shaping our ideas about girls and boys. Identifying messages about gender roles in two online activity zones for children	● Thinkuknow – Cyber Cafe – Lesson 9 Social Network & Safe Profile ● UK Safer Internet Centre Safer Internet Day - Home ● Let toys be toys Lesson plans and resources/activities ● Learning area 2: Challenging stereotypes and discrimination ● Common Sense Media: Age-Based Media Reviews for Families
Knowledge and skills Outcomes	**Reference to SMART Rules throughout** ● Reflect critically on their own and others' values. ● Develop self-awareness by reflecting critically on their behaviour and its impact on others. ● Discuss the term 'Social Networking'. Discuss what they think this means in groups. ● To discuss their experiences of social networking. What technologies are involved? Do they use them? What for? What are the benefits of them? ● To identify a range of social networking icons – how many do they recognise? Ask them to discuss what age you have to be to sign up to these sites. ● To provide feedback and reveal - Why do they think these restrictions are in place? What dangers can they think of that exist in the area of social networking. ● Outcome- create a scenario for the children to discuss centred on a child posting videos to instagram of them singing / performing in their school uniform. Ask them to create a list of the pros and cons of doing this (relate back to previous lessons). Take feedback, encouraging the children to see that a relatively innocent video can quickly fall into the wrong hands. The children should recognise the fact that the child is wearing their uniform and the risks this creates for their privacy and details. Provide the children with 4 profiles. They will become detectives and spot inappropriate aspects of these profiles.		

	E-Safety Celebrations			
Time of Year	**October** **E-Safety Week (School event)**	**December** **Discussions around Christmas Productions**	**February** **National E-Safety Week**	**July** **Discussion around creating Year 6 leavers videos**

SEND: Engagement Model **Children working below NC Level**	For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment in conjunction with our Computing Curriculum and with support from our parents/families. The five areas of engagement are: ● Exploration ● Realisation ● Anticipation ● Persistence ● Initiation This model will be used alongside children's individual EHCP and Pupil Progress Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.