

EYFS: E-Safety			
	Concepts	Possible Teaching Activities and Focussed Tasks	Resources
	Children know that they can use the Internet to communicate with family and friends.	<p>Children understand that they can share information online, e.g. via email or the school learning platform.</p> <p>Children understand that there is a right and wrong way to communicate and this may be different depending on who you are communicating with.</p>	<p>Ongoing Activities available from CEOP ThinkUKnow DLG Activities based on Lee &amp; Kim</p> <p>Activity 1B: 'Keeping safe on the Internet storybook' Activity 2B: 'Keeping safe game' Activity 6A &amp; B 'Song and Dance'</p>
	<p>Children are aware that they can use the internet to play and learn supported by a trusted adult/teacher.</p> <p>Children begin to understand the difference between real and online experiences.</p>	<p>Children need help from their teacher or trusted adult before they go online.</p> <p>Children explore onscreen activities that mimic real life. Children talk about the differences between real and online experiences.</p>	<p>Access online resources, e.g.;</p> <p><a href="#">Poisson Rouge</a></p> <p><a href="#">ICT Games Cbeebies games</a></p> <p><a href="#">Fun with Spot</a></p> <p>BBC Broadband clips</p> <p><a href="http://www.bbc.co.uk/learningzone/clips/">http://www.bbc.co.uk/learningzone/clips/</a> <a href="http://www.kenttrustweb.org.uk">www.kenttrustweb.org.uk</a> (games)</p>

Online Exploration

Online Communication & E-Awareness

YEAR 1: E-Safety			
	Concepts:	Possible Teaching Activities and Focussed Tasks	Resources
	<p>Children begin to identify characteristics of people who are worthy of their trust.</p> <p>Children know what is meant by personal information and develop awareness of why it is special.</p>	<p>Know that some information (full name, address, birthday etc...) is special as it applies to them.</p> <p>Children know that personal information is as valuable online as offline and that it should not be shared without a parent, carer or teacher's permission.</p> <p>Discuss with children, school rules for using the Internet. For children to understand the importance of talking to a trusted adult about their online experiences.</p>	<p>CEOP Thinkuknow resources, based on Hector's World DLG</p> <p>Lesson 1 – personal information is special: Watch and Discuss Cartoon 1 about personal information. Download and complete the Episode Storybook.</p>
	<p>Children understand that they can find a range of information on the internet.</p> <p>Children are able to navigate age-appropriate websites.</p> <p>Children know what to do if they find something inappropriate online.</p>	<p>Introduce Hector's World Safety Button:</p> <p><a href="http://www.thinkuknow.co.uk/5_7/hectorsworld/Hectors-World-Safety-Button1/">http://www.thinkuknow.co.uk/5_7/hectorsworld/Hectors-World-Safety-Button1/</a></p> <p>Discuss how to use this if children see something that makes them feel confused or scared when they are using the Internet and tell a trusted adult.</p> <p>Use simple navigation skills to open a teacher selected website from a favourites link or shortcut.</p> <p>Make choices by clicking on buttons in a webpage and navigate between pages by using the forward and back arrows.</p> <p>Start to evaluate web sites by giving opinions about preferred or most useful sites. Know how to return to the home page of a teacher directed website.</p>	<p>Variety of websites, suitable for online research and exploration, e.g.</p> <p><a href="#">Poisson Rouge</a> <a href="#">ICT Games</a> <a href="#">Cbeebies games</a> <a href="#">V &amp; A Museum of Childhood</a></p> <p><a href="http://www.naturegrid.org.uk/woodland">www.naturegrid.org.uk/woodland</a> <a href="http://www.naturegrid.org.uk/pondexplorer">www.naturegrid.org.uk/pondexplorer</a>  <a href="http://www.naturegrid.org.uk/grassland">www.naturegrid.org.uk/grassland</a></p> <p>Download and use Hector Protector (used to cover the screen if children find something they think maybe unsafe).</p>

	<p>Children know that the Internet can be used to communicate with other people.</p>	<p>Know that email is a method of sending and receiving messages through the Internet. Participate in the sending of class emails e.g. messages to Santa, Barnaby Bear, partner classes. Understand the need to keep passwords private.</p>	<p>FauxPaw video from <a href="http://iKeepSafe.org">iKeepSafe.org</a></p> <p><a href="#">Bugclub</a> (online books)</p> <p><a href="#">Museum of Childhood</a> (sending e–cards to class friends)</p>
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Communication & Collaboration Online Research E-Awareness

YEAR 2: E-Safety			
	Concepts	Possible Teaching Activities and Focussed Tasks	Resources
	<p>Develop awareness of relevant e-Safety issues and understand that personal information is unique to them.</p> <p>Identify characteristics of people who are worthy of their trust.</p>	<p>Children are aware that not everyone they meet online is automatically trustworthy.</p> <p>Children understand that personal information is unique to them and should not be shared without a teacher or parent’s permission.</p> <p>Children identify characteristics of people who are worthy of their trust.</p>	<p>CEOP Thinkuknow resources, based on Hector’s World.</p> <p>lesson 1 – personal information is special (Recap work done in Year 1) lesson 2 – not everyone is trustworthy lesson 3 – assessing trustworthiness lesson 4 – being alert to unsafe situations</p> <p>lesson 5 –School Internet Acceptable Use Policy</p>
	<p>Children use the internet purposefully to answer specific questions.</p> <p>Children know that not everything they encounter on the internet is true.</p>	<p>Remind the children of the Hector’s World Safety Button and discuss possible Internet dangers, including what to do if they find something inappropriate online.</p> <p>Children explore a range of age-appropriate digital resources. Children to know that not everything they find online is accurate. Know that some websites contain advertisements (often embedded) and learn how to ignore them.</p> <p>Children discuss, understand and abide by the school’s e-Safety/AUP.</p>	<p>Dongle Stay Safe quiz and reinforce SMART rules from <a href="#">CBBC Staysafe</a></p> <p><a href="http://www.bbc.co.uk/schools/famouspeople">www.bbc.co.uk/schools/famouspeople</a></p> <p>Websites to aid research, e.g.; <a href="#">Barnaby website</a> to find out about his trips and how he travels.</p>
	<p>Children know that the Internet can be used to communicate with other people.</p>	<p>Know that email is a method of sending and receiving messages through the Internet. Participate in the sending of class emails e.g. messages to Santa, Barnaby Bear, partner classes. Understand the need to keep passwords private.</p>	<p>FauxPaw video from <a href="#">iKeepSafe.org</a> (online books)</p> <p>(sending e–cards to class friends)</p>

Communication & Collaboration Online Research E-Awareness

YEAR 3: E-Safety			
	Concepts	Possible Teaching Activities and Focussed Tasks	Resources
	Children develop awareness of online protocols, in order to stay safe on the web.	<p>Develop awareness of relevant e-Safety issues, such as cyber bullying.</p> <p>Children understand and abide by the school's AUP and know that it contains rules that exist in order to keep children safe online.</p> <p>Understand what personal information should be kept private. Know that passwords keep information secure and that they should be kept private.</p>	<p>Top Tips for Safe Surfing poster KS2 Internet Safety poster</p> <p><a href="http://www.bbc.co.uk/cbbc/help/web/staysafe">http://www.bbc.co.uk/cbbc/help/web/staysafe</a></p> <p><a href="http://www.bbc.co.uk/cbbc/help/web/factsheet.html">http://www.bbc.co.uk/cbbc/help/web/factsheet.html</a></p> <p>CEOP ThinkUKnow Activities based on Lee &amp; Kim DLG</p> <p>Activity 1A: 'Keeping Safe on the Internet Cartoon' Activity 2A: 'Keeping Safe game' Activity 3: 'Make an Internet Safety Poster'</p>
	<p>Children develop strategies for staying safe when using the Internet.</p> <p>Children to use the Internet to undertake independent and appropriate research and attempt to distinguish between fact and fiction.</p>	<p>Use child-friendly search engines independently to find information through key words. Discuss the importance of becoming discerning in the information we look for during an Internet search.</p> <p>Understand that the Internet contains fact, fiction and opinions and begin to distinguish between them.</p>	<p>Children's search engines;</p> <p><a href="http://www.squirrelnet.com/search/Google_SafeSearch.asp">http://www.squirrelnet.com/search/Google_SafeSearch.asp</a></p> <p><a href="http://kids.yahoo.com/">http://kids.yahoo.com/</a> <a href="http://www.askforkids.com">www.askforkids.com</a></p> <p>Inaccurate information online;</p> <p>Captain Kara and Winston's SMART Adventure</p> <p><a href="http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew">http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew</a> Chapter 2, What is Reliable?</p>
	Children begin to use a range of online communication tools, such as forums, email and polls in order to formulate, develop and exchange ideas.	<p>Use a range of online communication tools, such as email, forums and polls.</p> <p>Know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult).</p>	<p>Unsolicited emails and attachments; Captain Kara and Winston's SMART Adventure <a href="http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew">http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew</a> Chapter 1, "What should you keep Accept?"</p> <p>Personal information; Inaccurate information online; Captain Kara and Winston's SMART Adventure <a href="http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew">http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew</a></p>

		Be able to discern when an email should or should not be opened.	<a href="#">winston-and-the-smart-crew</a> Chapter 3, "What should you keep Safe?"
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Communication & Collaboration

YEAR 4: E-Safety			
	Concepts	Possible Teaching Activities and Focussed Tasks	Resources
	<p>Understand and abide by the schools acceptable use policy.</p> <p>Children are aware of the need to develop a set of online protocols in order to stay safe online.</p> <p>Children develop awareness of relevant e-Safety issues.</p>	<p>Children understand and abide by the school AUP and aware of the implications of not following the rules.</p> <p>Children understand that a password can keep information secure and the need to keep it a secret.</p>	<p>“Where’s Klaus” video from CEOPS available via teachertube – use google</p> <p>ThinkUKnow Cybercafe - Lesson Plans DLG Cyber cafe from 8-11 section of <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p> <p>Lesson Plan 1 – Using Technology to Communicate Lessons Plan 2 - ‘Introducing ThinkUKnow’s Cybercafe website’ Lesson Plan 3 - ‘Communication &amp; Information’</p>
	<p>Children safely use the Internet for research and follow lines of enquiry.</p> <p>Children understand the function of a search engine and the importance of using correct search criteria.</p> <p>Children use the internet as a resource to support their work, and begin to understand plagiarism.</p> <p>Children know that not everything they find on the Internet is true and know what to do if they find something they are uncomfortable with.</p>	<p>Use internet search engines to gather resources for their own research work.</p> <p>Be aware of different search engines and discuss their various features (e.g. Google image &amp; video search).</p> <p>Understand the importance of framing questions into search criteria when conducting web searches.</p> <p>Be aware that not everything they find online is accurate and that information needs to be checked and evaluated.</p>	<p>Children’s search engines;</p> <p><a href="http://www.squirrelnet.com/search/Google_SafeSearch.asp">http://www.squirrelnet.com/search/Google_SafeSearch.asp</a>  <a href="http://kids.yahoo.com/">http://kids.yahoo.com/</a> <a href="http://www.askforkids.com">www.askforkids.com</a></p> <p>KnowITall Activity 2 (<a href="#">The SMART Adventure</a>); complete the website treasure hunt <a href="http://www.childnet.com/kia/primary/furtherresources/">http://www.childnet.com/kia/primary/furtherresources/</a></p> <p>Spoof website <a href="http://www.allaboutexplorers.com">www.allaboutexplorers.com</a> (use to consolidate the concept that information isn’t always reliable)</p>
	<p>Children use a range of communication tools to collaborate</p>	<p>Children use online communication tools to exchange and develop their ideas in a</p>	<p>ThinkUKnow Cybercafe Lessons 1 &amp; 4 ‘Using Technology to communicate’</p>

	and exchange information with others, e.g. email, blog, forums.	<p>range of curriculum opportunities.</p> <p>Use sensitive and appropriate language when using online communication tools. Use email as a form of communication, use the “To” box and add a subject heading. Add an attachment to an email. Develop understanding of when it is unsafe to open an email or an email attachment.</p>	'Using E-mail safely' DLG
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YEAR 5: E-Safety

	Concepts	Possible Teaching Activities and Focussed Tasks	Resources:
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	Children understand the potential risks of providing personal information in an increasing range of online technologies both within and outside school.	Children recognise their own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users.	<p>KS 2 Safer Internet Day Assembly video.</p> <p><a href="http://www.thinkuknow.co.uk/teachers/">http://www.thinkuknow.co.uk/teachers/</a></p> <p>School Internet Acceptable Use Policy</p> <p>“Where’s Klaus” video from CEOPS (teachers will need to register at the <a href="#">ThinkUKnow website</a> in order to download this video). Available via teachertube website - google</p> <p>Australian E-safety resources</p> <p><a href="http://www.cybersmart.gov.au/cyberquoll/html/menu.html">http://www.cybersmart.gov.au/cyberquoll/html/menu.html</a></p> <p>CyberQuoll: Episode 3 ‘Making Waves’ CyberQuoll: Episode 4 ‘Putt’n stuff up’</p>
	<p>Children develop their online set of protocols in order to keep safe online.</p> <p>Children recognise inaccuracy and bias on the web and evaluate</p>	<p>When using the Internet to research their work, children recognise the need to ask appropriate questions to find appropriate answers.</p> <p>Children know that good online research involved interpreting information, rather than copying.</p>	<p>Children's search engines;</p> <p><a href="http://www.squirrelnet.com/search/Google_SafeSearch.asp">http://www.squirrelnet.com/search/Google_SafeSearch.asp</a></p> <p><a href="http://kids.yahoo.com/">http://kids.yahoo.com/</a> <a href="http://www.askforkids.com">www.askforkids.com</a></p> <p>Revisit Top Tips for Safe Surfing poster from LGFL &amp; KS2 Internet Safety</p>



	<p>websites for their validity.</p>	<p>Children are able to carry out more refined web searches by using key words.</p> <p>Children evaluate search results and refine as necessary for the best results.</p> <p>Know that information found on websites may be inaccurate or biased and to check the validity of a website.</p> <p>Develop strategies to ignore or cancel unsolicited advertising (pop-ups, banners, videos or audio). Children use websites where resources can be downloaded without infringing copyright. Acknowledge sources used in their work.</p>	<p>poster from KGFL</p> <p>ThinkUKnow Cybercafe Lesson 5, “Responsible use of the Internet”</p> <p>For copyright free pictures and music;</p> <p><a href="#">NEN Gallery Audio Networks</a></p> <p>Kidsmart – Safe Searching lesson</p> <p><a href="http://www.kidsmart.org.uk/teachers/lessonplans.aspx">http://www.kidsmart.org.uk/teachers/lessonplans.aspx</a></p> <p>CyberQuoll: Episode 2 ‘Finding Stuff’</p> <p><a href="http://www.cybersmart.gov.au/cyberquoll/html/menu.html">http://www.cybersmart.gov.au/cyberquoll/html/menu.html</a></p>
	<p>Children use online tools to exchange information and collaborate with others within and beyond their school and begin to evaluate their effectiveness.</p>	<p>Be aware of the different forms of technology that can be used to access the Internet and communicate with others.</p>	<p>ThinkUKnow Cybercafe Lessons 6 ‘Chatting with care’ &amp; Lesson 8 ‘Behaving Responsibly’ DLG</p>

YEAR 6: E-Safety			
	Concepts	Possible Teaching Activities and Focussed Tasks	Resources:
	<p>Evaluate their use of technology including the use of email, social networking, online gaming and mobile phones and consider how they present themselves online.</p>	<p>Be aware of the issues surrounding cyberbullying and understanding the impact on an individual of sending or uploading unkind or inappropriate content.</p> <p>Know that malicious adults use the Internet and attempt to make contact with children and know how to report abuse.</p>	<p>ThinkUKnow Cybercafe Lesson 9 ‘Social Networking – Safe Profiling’ DLG ThinkUKnow – Extension/Refresher Activities</p> <p>School Internet Acceptable Use Policy KS 2 Safer Internet Day Assembly video.</p> <p><a href="http://www.thinkuknow.co.uk/teachers/">http://www.thinkuknow.co.uk/teachers/</a></p> <p><a href="http://www.thinkuknow.co.uk/8_10/">www.thinkuknow.co.uk/8_10/</a></p> <p>“Let’s fight it together”, Cyberbullying section, accompanied by comprehensive teaching resources and video : <a href="http://www.digizen.org/">http://www.digizen.org/</a></p> <p>CyberQuoll: Episode 6 ‘Kids in cyberspace’</p> <p><a href="http://www.cybersmart.gov.au/cyberquoll/html/menu.html">http://www.cybersmart.gov.au/cyberquoll/html/menu.html</a></p>
	<p>Children confidently and competently use the Internet as a tool for research and critically evaluate websites for their use.</p> <p>Children know that not all information they find on the Internet is accurate or unbiased and develop strategies for identifying the origin of a website.</p> <p>Children are aware of copyright issues and know that not all resources they find on the Internet are legal to use or copy (even if</p>	<p>Children use a range of sources to check the validity of a website. Children recognise that different viewpoints can be found on the web. They critically evaluate the information they use, and understand some of the potential dangers of not doing so. Children are aware of the issues of plagiarism, copyright and data protection in relation to their work. Children select copyright free images and sounds from sources such as the Audio Networks and NEN image gallery.</p>	<p>Children’s search engines;</p> <p><a href="http://www.squirrelnet.com/search/Google_SafeSearch.asp">http://www.squirrelnet.com/search/Google_SafeSearch.asp</a> <a href="http://kids.yahoo.com/">http://kids.yahoo.com/</a> <a href="http://www.askforkids.com">www.askforkids.com</a></p> <p>Revisit Top Tips for Safe Surfing poster from LGFL &amp; KS2 Internet Safety poster from KGFL</p> <p>CyberQuoll: Episode 5 ‘Tryin’ it on’</p> <p><a href="http://www.cybersmart.gov.au/cyberquoll/html/menu.html">http://www.cybersmart.gov.au/cyberquoll/html/menu.html</a></p> <p>For copyright free images;</p>

	sources are acknowledged).		<a href="#">NEN image gallery</a> <a href="#">Audio Networks</a>
	Children select appropriate tools to collaborate and communicate confidently and safely with others within and beyond their school.	Decide which online communication tool is the most appropriate to use for a particular purpose, e.g. email, discussion forums, podcast, or multi-user documents in the MLE.	ThinkUKnow Cybercafe Lesson Plan 7 'Using Text & Picture Messaging' LessonPlan8'BehavingResponsibly' DLG