





E-Safety Curriculum




EYFS

Topic	Theme	Learning objective	Learning activity	Resources	Curriculum links
Going Places Safely		To be able to use technology safely and respectfully, keeping personal information private.	How do you go places safely on the computer? Identify safe places to play, what it feels like to be safe.	Childnet – Smartie the Penguin – ebook Netsmartz – Clicky's online Safety Rap (video)	Understanding the world - Take the class on a technology safari around the local area identifying street technology: network boxes, traffic lights, street lighting controls, alarms etc
A-B-C searching		To be able to identify where to go for support when you have concerns about content.	How can you use the alphabet to find things online? Create a role play area 'Alphabetical toy shop' Line up/ group in alphabetical order, hair colour, height order, age etc.	AVG – Magda and Mo (e-book) SWGfL – Swiggle (Education search engine and resource site for children)	Mathematics – Sorting and matching objects.
Keep it Private		To be able to identify what is private information.	What information should I keep to myself when I use the internet? Children learn that many websites ask for information that is private and discuss how to responsibly handle such requests.	CEOP – Hectors world (Cartoon and teachers resources) Childnet – The SMART crew (Cartoons on the SMART rules)	PSHCE – Recognising choices you can make and the difference between right and wrong.
My creative work		To be able to use technology safely and respectfully.	How can you give credit to your own creative work? Children to learn the basics – title, name, and date – for	Budd:e – Budd:e – stay smart online (Online learning activities, rewards and interactive tool.	

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			crediting creative work.		
Sending email		To be able to identify where to go for support when you have concerns about contact on the internet.	<p>How do you connect with others through email?</p> <p>Postcard pen pals – Children create a multimedia postcard featuring themselves and the things that are important to the, compare with real life photographs of themselves and the things around them.</p>	<p>Childnet – What should you accept? (The Smart crew)</p> <p>CEOP – Lee and Kim (Children learn avatars are controlled by real people)</p> <p>Insafe (Play & Learn – being online (Activity book))</p>	<p>Communication and Language, use language to imagine and recreate roles.</p>

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Year 1

Topic	Theme	Learning objective	Learning activity	Resources	Curriculum links
Going Places Safely		To be able to use technology safely and respectfully, keeping personal information private.	How do you go places safely on the computer? Create a class safety film (I pads) for staying safe around the school.	Childnet – Smartie the Penguin – ebook Netsmartz – Clicky's online Safety Rap (video)	Geography - Take the class on a technology safari around the local area identifying street technology: network boxes, traffic lights, street lighting controls, alarms etc
A-B-C searching		To be able to identify where to go for support when you have concerns about content.	How can you use the alphabet to find things online? Create alphabet ebook. Sort objects by colour, size etc Children to search for pictures online by clicking letters of the alphabet.	AVG – Magda and Mo (e-book) SWGfL – Swiggle (Education search engine and resource site for children)	Mathematics – Sorting and matching objects.
Keep it Private		To be able to identify what is private information.	What information should I keep to myself when I use the internet? Children learn that many websites ask for information that is private and discuss how to responsibly handle such requests	BBC – Guy Fawkes shares personal information over the internet – (Horrible Histories resource) CEOP – Hectors world (Cartoon and teachers resources) Childnet – The SMART crew (Cartoons on the SMART rules)	PSHCE – Recognising choices you can make and the difference between right and wrong.

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My creative work		To be able to use technology safely and respectfully.	How can you give credit to your own creative work? Children to learn the basics – title, name, and date – for crediting creative work.	Budd:e – Budd:e – stay smart online (Online learning activities, rewards and interactive tool.	
Sending email		To be able to identify where to go for support when you have concerns about contact on the internet.	How do you connect with others through email? Postcard pen pals – Children create a multimedia postcard featuring themselves and the things that are important to the, compare with real life photographs of themselves and the things around them.	Childnet – What should you accept? (The Smart crew) CEOP – Lee and Kim (Children learn avatars are controlled by real people) Insafe (Play & Learn – being online (Activity book)	PSHCE – To listen to other people, play and work cooperatively. Family and friends should care for one another.

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Year 2

Topic	Theme	Learning objective	Learning activity	Resources	Curriculum links
Staying safe online		To be able to use technology safely and respectfully, keeping personal information private.	How do you stay safe when you visit websites? Create a top websites league table. Children need to choose sites that are appropriate for them and avoid websites that are inappropriate.	Childnet – Smartie the Penguin (ebook) Childnet – Digiduck (e-book) Disney – Don't be in the dark (Online safe surfing game) AVG – Magda and Mo (e-book about information online)	Computing – To use text, tables, images and sounds to develop their ideas, presenting information in a variety of forms. Literacy – Non-fiction information texts.
Follow the digital trail	 	To be able to identify what is private information.	What information is appropriate in a digital footprint? Children to learn that information they put online creates a 'trail' This trail can be big or small, helpful or hurtful depending on how they manage it. Children to create a digital footprint, Paint their feet and make a foot print, inside write all the places they go on the internet. (Create display in computing suite)	Childnet – What should you keep safe? ICO – Personal information and information rights (Lesson plans and information rights) CEOP – Welcome to the carnival (Hector's world cartoon)	PSHCE - Whole class circle time – who would I/you share my/your information with? A photo? Your name? Your address? Birth date? Preferences? Password? Email address? Telephone number? Favourite football team/ singer?

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Screen out the mean	 	To be able to identify where to go for support when you have concerns about contact on the internet.	<p>What can you do when someone is mean to you online?</p> <p>Children to learn that sometimes people can act like bullies when they are online. Children to create either a poster to depict how it feels to be a victim of bullying or an anti-bullying poster. (Use online digital imagery tool such as photostory or animoto)</p>	UK Safer internet centre	PSHCE – Say no to bullying, to recognise how their behaviour affects other people, to realize consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.
Using keywords		To be able to identify where to go for support when you have concerns about content.	<p>What are keywords, and how do you choose them and use them?</p> <p>Create a class top trumps game. Each child is allocated a country and must locate key information such as longest river, highest mountain, population, tallest building. Use <i>swiggle</i> to carry out safer searches, compare results to those of general search engines.</p>	<p>SWGfL – Swiggle</p> <p>Google – Safesearchkids</p>	Literacy and Geography – Nonfiction texts, facts about countries from around the world.
Sites I like		To be able to identify where to go for support when you have concerns about content.	<p>What makes a website the right site for me?</p> <p>Use two different websites to find out information about a topic of the children's choice. Compare the two websites. Are they reliable?</p>	<p>CEOP – Hector's world (Cartoons and teacher resources)</p> <p>Netsmartz – Delivery for Webster (ebook)</p>	<p>PSHCE – Making choices, relationships, recognising likes and dislikes.</p> <p>Literacy – Persuasive texts</p>

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Year 3

Topic	Theme	Learning objective	Learning activity	Resources	Curriculum links
Powerful passwords		To be able to use technology safely and responsibly.	<p>How do you create a secure password?</p> <p>Children to explore reasons why people use password, learn the benefits of using password, and discover strategies for creating and keeping strong, secure passwords.</p> <p>Children to write a password rap identifying why passwords are important.</p>	<p>Microsoft – Password checker (Password security checking tool)</p> <p>Netsmartz – Password rap (Video)</p> <p>Roboform - How secure is my password? (Password strength checking tool)</p> <p>Digizen - Perfect passwords (Teaching resource and activities)</p>	<p>English: Composition Perform their own compositions, using appropriate meaning and intonation so that meaning is clear.</p>

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<p>My online Community</p>		<p>To be able to recognise acceptable and unacceptable behaviour. To be able to identify a range of ways to report concerns about content.</p>	<p>How does the internet connect you to others?</p> <p>Children to explore the concept that people can connect with others through the internet. Children to create a digital web of their family, friends and community connections. Who can help me when I am stuck at school? Who can I go to if I need help at home? You could use Picture Teller, (Registration needed) Popplet or an online mapping tool.</p>	<p>Flat Stanley - Connecting kids around the world (Literacy project of sharing photographs, videos and podcasts of Flat Stanley around the world.)</p> <p>UK Safer Internet Centre Safer Internet Day</p>	<p>History – Family trees</p> <p>PSHCE – SEAL – Relationships Preparing to play an active role as citizens that they belong to various groups and communities, such as family and school.</p>
<p>Things for sale</p>		<p>To be able to use technology responsibly.</p>	<p>How do some websites try to get you to buy things?</p> <p>Link the activity to real life fund raising or community projects such as the Summer fair. Research and examine different websites that are designed to encourage you to buy a particular product. Children should recognise methods used to promote and sell products on these sites. Create a fundraising blog.</p>	<p>Kidsmart – Safe Searching (Tips for children on how to search online)</p> <p>Childnet – What is reliable? – SMART crew</p>	<p>Literacy – Non Fiction – persuasion.</p>

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<p>Show respect online</p>		<p>To be able to use technology safely, respectfully and responsibly.</p>	<p>How can I make sure my emails are clear and respectful? Children to explore the similarities and differences between in person and online communications. Class communications charter focuses on the way that members of the group talk to one another and listen and respond to one another. This could be developed to support learning buddies, peer to peer mentoring, cross phase buddies.</p>	<p>CEOP - Cyber-Cafe Thinkuknow resources exploring aspects of online communication</p> <p>UK Safer Internet Centre Safer Internet Day</p>	<p>PSHCE – SEAL – New Beginnings – Create a class charter for communication based on positive rules.</p> <p>Literacy – Speaking Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication Listening and responding. Listen to others in class, ask relevant questions and follow instructions.</p>
<p>Writing good emails</p>		<p>To be able to use technology safely, respectfully and responsibly.</p>	<p>How is writing an email similar to or different from writing a letter? Children explore components of a well written email. Design a glossary for online terminology, include emoticons :), :(, capitalization = shouting, and acronyms such as LOL.</p>	<p>Get Safe Online - Spam and scam email (Information for teachers and parents)</p> <p>Childnet – What should you accept? (SMART Crew video)</p>	<p>English: Composition Use organizational and presentational devices to structure text and guide the reader.</p> <p>PSHCE: SEAL Getting on and falling out</p>

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Year 4

Topic	Theme	Learning objective	Learning activity	Resources	Curriculum links
Rings of responsibility	 	To be able to use technology safely, respectfully and responsibly.	<p>What kinds of responsibilities does a good digital citizen have?</p> <p>Children to explore what it means to take on responsibilities in both their offline and online communities.</p> <p>http://www.digizen.org/digicentral/digital-values.aspx</p> <p>Download Digital values activity. Children to answer, and justify their answers to a range of questions linked with being a good digital citizen.</p> <p>Create own digital compass questions and present as an online survey perhaps as part of a class blog.</p>	<p>Childnet – Only a Game (Drama resource on gaming)</p> <p>Digizen – Digital Values (Lesson plans and activity.)</p> <p>CEOP - Cyber-Cafe (Thinkuknow resources exploring aspects of online communication)</p>	<p>English: Reading - Provide reasoned justifications for their views.</p> <p>Composition - Plan their writing by noting and developing initial ideas, drawing on reading and research.</p> <p>Computing: Exchanging and sharing information – in a variety of forms</p>
Private and personal information	 	<p>To be able to use technology safely, respectfully and responsibly.</p> <p>To be able to identify a range of ways to report concerns about content or contact.</p>	<p>How can you protect yourself from online identity theft?</p> <p>Children think critically about the information they share online.</p> <p>Create 2 T-shirt/baseball cap designs one that must feature public online profile information and the second that must feature personal or private information.</p> <p>Explore and discuss how Pupils would feel</p>	<p>Childnet - Young People and Social Networking Sites (Advice for teachers and parents.)</p>	<p>PSHCE: Personal Wellbeing</p>



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			wearing each of the designs in a range of locations and scenarios, including at home, at school, in town, at the park.		
The power of words	 	To be able to recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content or contact.	<p>What should you do when someone uses mean or scary language on the internet? Children consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Pupils identify actions that will make them Upstanders in the face of cyberbullying.</p> <p>Hot seating activity. Create a story board/ comic book.</p>	<p>BBC - CBBC – What is cyberbullying? (BBC newsround series with video)</p> <p>Kidscape - Cyberbullying (Advice for young people)</p> <p>Childnet – Who should you tell? (Skills School – Safety features explained)</p> <p>Artisancam – Super action comic maker (software to create a comic book)</p>	<p>PSHCE: SEAL Getting on and falling out, Bullying</p> <p>English: Composition Plan their writing by noting and developing initial ideas, drawing on reading and research.</p>
The key to keywords		To be able to use technology responsibly.	<p>Which keywords will give you the best search results? Produce online Trivia Quiz, to be published on school website, or school blog, with a guide alongside (produced by the children) to good searching, to help users find answers quickly.</p>	<p>Childnet – What is reliable? (Smart Rules)</p> <p>Kidsmart – Safe Searching</p> <p>Google – How search works</p>	<p>Computing: Finding information - Pupils should be able to: consider the online information needed to solve a problem, complete a task or</p>

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					<p>answer a question, and explore how information will be used</p> <p>Literacy: consider what the reader needs to know and include relevant details adapt style and language appropriately for a range of forms, purposes and readers</p>
Whose is it, anyway?	 	To be able to use technology respectfully.	How can I show respect for people's work? Children to learn that although the internet makes it very easy, copying other people's work is called plagiarism. As a class research and discuss why we shouldn't plagiarise. Create a poster about plagiarism.	<p>All About explorers - www.allaboutexplorers.com (A website developed by teachers to help children to understand research skills)</p> <p>TES - Alleyk@tz (Video Teachers resource on plagiarism)</p>	<p>English: Reading - distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction by being clear about the information they have been asked to locate.</p> <p>PSHCE: SEAL - Relationships</p>

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Year 5

Topic	Theme	Learning objective	Learning activity	Resources	Curriculum links
Strong passwords		To be able to use technology safely and responsibly.	How can a secure password help you protect your private information? As a class look at the perfect password checklist. Discuss why you think each one is important. In small groups answer the questions to the password quiz. Children to create a story board outlining important information to remember when creating a password.	Passwords checklist Yr5 Passwords Q&A Yr5 Netsmartz - Password Rap Video	Computing: Communicating information Use a range of ICT tools to present information in forms that are fit for purpose, meet audience needs and suit the content. English: Writing Develop ideas, themes, imagery, settings and/or characters when writing to imagine, explore and entertain.
Digital Citizenship pledge	 	To be able to use technology respectfully and identify a range of ways to report concerns about content and contact.	How do you create a positive online community? Children work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a 'We the Digital Citizens' Pledge.	Cybersmart – Digital Citizenship (Teachers resources) UK Safer Internet Centre Safer Internet Day	Computing: Impact of technology - exploring how ICT changes the way we live our lives and has significant social, ethical and cultural implications.




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<p>You've won a prize</p>		<p>To be able to identify a range of ways to report concerns about content and contact.</p>	<p>What is spam, and what can you do about it? Watch the BBC clip of Lady Jane Grey. As a class discuss how you can identify spam messages. Create a 'Spam Spotters' radio jingle. Locate and use appropriate sounds, for example Audio Network, you could try editing sounds using a tool such as audacity.</p>	<p>http://www.bbc.co.uk/cbbc/watch/p01g2pp ! Lady Jane Grey – Beware what you download</p>	<p>English: Composition Plan their writing by noting and developing initial ideas, drawing on reading and research. Perform their own compositions, using appropriate meaning and intonation so that meaning is clear.</p> <p>Computing: Working with others to explore a variety of information sources and ICT tools e.g. using ICT tools to capture and change sounds.</p>
<p>How to cite a site</p>		<p>To be able to use technology respectfully and responsibly.</p>	<p>How do I cite different types of online sources? Children reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources.</p>		<p>ICT: Communication and collaboration Exploring 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.</p>

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<p>Picture perfect</p>	  	<p>To be able to identify a range of ways to report concerns about content and contact.</p>	<p>How can photos be changed on the computer, and how can that affect our feelings about the way we look? After learning that photos can be transformed on the computer, children first discuss how photo alteration can be both creative and, at times, deceptive. They then watch a short video that shows the evolution of a makeup-free model into a digitally enhanced billboard ad.</p>	<p>BBC – Saxon Monk – Internet Videos are Forever (Horrible Histories video) https://www.youtube.com/watch?v=hibyAJO5W8U Dove evolution</p>	<p>Personal identities Understanding that identity is affected by a range of factors, including positive sense of self.</p>
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Year 6

Topic	Theme	Learning objective	Learning activity	Resources	Curriculum links
Talking Safely Online	 	To be able to use technology safely, respectfully and responsibly.	<p>What's the difference between internet friends and in-person friends?</p> <p>Children learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.</p> <p>Children discuss the difference between online and in-person friendships, explore an online chat scenario, and complete and sign a checklist for safe online chatting.</p>	<p>CEOP - Cyber-Cafe (Thinkuknow resources exploring aspects of online communication)</p> <p>Childnet - Captain Kara and Winston's Smart Crew (Cartoons illustrating the smart rules).</p> <p>Netsmartz – Revealing too much (Lesson resources on sharing personal information)</p> <p>BBC - Lonely Princess BBC Newsround (special with Video “Caught in the Web”)</p>	PSHCE: Keeping safe





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<p>Super Digital Citizen</p>	 	<p>To be able to recognise acceptable and unacceptable behaviour.</p>	<p>How can people help others to be good digital citizens? Children explore what it means to be responsible and respectful to their offline and online communities. Children to create a comic strip outlining the importance of being a good digital citizen.</p>	<p>BBC – CBBC Stay Safe (Guidance, resources, videos and quiz)</p>	<p>English: Writing Develop ideas, themes, imagery, settings and/or characters when writing to imagine, explore and entertain.</p>
<p>Privacy Rules</p>		<p>To be able to use technology safely and responsibly.</p>	<p>How do you know if a website protects your private information? Children learn to identify secure sites by looking for their privacy policies and privacy seals of approval. BBC - Do you know how to stay safe? CBBC quiz on internet safety. Answer quiz as a class. Create a staying safe promo video for KS1 children reminding them about the importance of staying safe online and how to do so.</p>	<p>Childnet - The Smart Crew (Cartoons and teacher resources.) BBC - Keeping personal information safe online (Video showing how much information there is on the web about us. Rather dated, but with good messages.) CEOP Thinkuknow - Jigsaw- Becky's Story (Video about Becky and her online profile)</p>	<p>English: Composition 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.</p>

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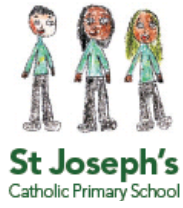


<p>What is Cyber-bullying?</p>	 	<p>To be able to identify a range of ways to report concerns about content or contact.</p>	<p>What is cyberbullying, and how do you deal with it? Children to discuss the positive and negative aspects of interacting with others online. Hot seating - cause and effect of hurtful messages. You could use a simple video recorder, animated avatars or audio capture. How does it feel? Use an online digital imagery tool such as <i>photostory</i>, <i>animoto</i> or http://edu.glogster.com/ (Free – but registration needed) to create an eposter to depict how it feels to be the victim of a bullying incident.</p>	<p>Kidscape - What is cyberbullying? (Advice for families and children on cyberbullying)</p>	<p>PSHCE: SEAL Getting on and falling out, Bullying - Say no to bullying, to recognize how their behaviour affects other people, to realize consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>English: Composition Plan their writing by noting and developing initial ideas, drawing on reading and research. Draft and write by describing the setting of feelings and atmosphere to convey the character.</p>
<p>Selling stereotypes</p>	 	<p>To be able to use technology safely, respectfully and responsibly.</p>	<p>How do we learn about stereotypes of boys and girls from media messages? Choose the image you would most like to be your teacher. Ask pupils to decide (in their heads) which one of these six people in the pictures they would most like to have as their teacher and run a vote for each person. Using the same images, ask pupils to get into pairs with the person to their left. Teacher to facilitate a voting system to</p>		<p>PSHCE: Personal Wellbeing, critical reflection - reflect critically on their own and others' values.</p>

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 Internet Safety	 Privacy & Security	 Relationships & Communication	 Cyberbullying
 Digital Footprint & Reputation	 Self Image & Identity	 Information Literacy	 Creative Credit & Copyright

			<p>report back to the class (e.g. hands up who thought)</p> <p>Teacher to reveal true identities of images, find out reasons behind the choice and uncover the images that they may have misread (e.g. 3 & 6) Learners to see that the assumptions we make based just on what someone looks like can often be wrong.</p> <p>The media uses stereotypes to sell certain products: <i>A comprehensive selection of advertising and sitcom scenes documenting the representation for the 'domestic' housewife.</i> https://www.youtube.com/watch?v=8z6ks8Z0X20 <i>Stereotype: Men who listen to soppy music aren't real Men.</i> https://www.youtube.com/watch?v=tO2-VO8b-ns&feature=related</p>		
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