Years 3&4	Online Safety

Linked to Research and Electronic Communication Elements

Objectives – work towards:

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

All Areas

Content

- Know the school Acceptable Use Policy and some online rules for keeping safe when viewing content or communicating online.
- Know what to do if content is inappropriate or upsetting (e.g. school policy, know who to report to and talk to).
- Be aware that taking text or images from some sites may be stealing other people's work.
- Understand the Internet contains fact, fiction and opinion and begin to distinguish between them.
- Know when an email should not be opened or messages ignored.
- Know that the aim of many sites is to sell something or gain personal information and can be linked to from other sites.
- Understand strategies for effective searching of the internet (e.g. precise unambiguous keywords)

Contact

- Understand that online communication is not always confidential and that it can be monitored.
- Know that anyone can create a user showing any age or gender and people you meet online may not be who they say they are (social networking, chat rooms, message boards, gaming and instant messengers).
- Know that anyone can create an alias or avatar when online.

Conduct

- Know whenever they are online they are creating a digital footprint and that it is almost impossible to delete something once it has been shared or uploaded.
- Know to keep personal information and passwords private when communicating online (including email, blogging and instant messaging).
- Know the importance of not uploading other people's images or content without their permission.
- Know how to respond to unpleasant communications via mobile phone, text, messenger or email, online chat. (Save the message and show to a trusted adult).
- Know there are writing conventions for electronic communication (language, tone, accuracy).
- Know what it means to be a responsible digital citizen.

Personal, Social and Health Education

- Pupils should be taught to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

- Pupils should be taught to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.

- Pupils should be taught to explore how the media present information.

- Pupils need to recognise the different risks in different situations and then decide how to behave responsibly and judging what kind of physical contact is acceptable or unacceptable.

- Pupils should be taught that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

- Children should consider social and moral dilemmas that they come across in everyday life.

Resources

Content

Smart Crew Chapter 1: What should you accept? & Chapter 2: Reliable:
http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew

Digital Literacy: http://www.digital-literacy.org.uk/Curriculum-Overview.aspx#yr1

How to search video (Ruff Ruffman): https://www.youtube.com/watch?v=dR6YAZ54D2Q

Hoax video: Video – Flying penguins: https://www.youtube.com/watch?v=9dfWzp7rYR4

Hoax websites: http://zapatopi.net/treeoctopus/ and http://allaboutexplorers.com/

Horrible Histories – Lady Jane Grey (Downloads): http://www.bbc.co.uk/cbbc/watch/p01g2ppl

Contact

Lee and Kim/JIgsaw: https://www.thinkuknow.co.uk/teachers/resources/

Digital Literacy: http://www.digital-literacy.org.uk/Curriculum-Overview.aspx#yr1

Smart Crew Chapter 5: Be careful when meeting up: http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter5

Video Games: https://www.commonsensemedia.org/

Conduct

Smart Crew Chapter 3: What should you keep safe? & Chapter 4: Who should you tell?
http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew

Digital Literacy: http://www.digital-literacy.org.uk/Home.aspx

Horrible Histories – Saxon Monk (digital footprint): http://www.bbc.co.uk/cbbc/watch/p01g2pg0

Horrible Histories - Guy Fawkes (privacy settings): http://www.bbc.co.uk/cbbc/watch/p01g2pt6

Hector's World Differentiated Lesson Plans:
http://hectorsworld.netsafe.org.nz/teachers/lesson-plans-and-resources/lesson-plans/

General

Cybercafe: https://www.thinkuknow.co.uk/8_10/cybercafe/

NetSmartz: http://www.netsmartzkids.org/

Safe Social Networking: https://www.makewav.es/

Stop Cyberbullying: http://www.stopcyberbullying.org/index2.html

Linked to Research and Electronic Communication Elements

Objectives

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

All Areas

Content

- Use a range of sources to evaluate information found online, consider plausibility and develop strategies to make judgements on the sources used e.g. cross-referencing a number of websites.

- Understand the impact of an individual sending or uploading inappropriate content to a wider audience. Know images can be altered.

- Understand the media can bias our understanding of the world around us (gender stereotypes, homophobia, radicalisation etc.).

- Have an awareness of the need to check a resource has copyright or can be legally downloaded free of charge from the internet and whether it can be re-used.

- Start to check the validity of a website, e.g. look for the author via the 'Contact us' or 'About us' area of the website, or through 'Whois' sites that list the author's details.

- Know that many commercial providers have sophisticated ways of trying to sell on the internet (e.g. Hoax 'You have a virus' message box to sell antivirus software or pop-up links from other sites).

Contact

- Understand that age restrictions on some sites are in place to protect young people (e.g. social networking sites, online games).

- Understand some malicious adults use the internet to make contact and "groom" young children. Know how to report any suspicions (Think You Know REPORT ABUSE page).

Conduct

- Understand the need for privacy settings on any social networking sites (and that those privacy settings may not be observed by online 'friends' who can use/share/download your images/content).

- Understand the importance of creating secure passwords and protecting them from others.

- Demonstrate safe practice when selecting images or content for uploading to an online space.

- Know when to reply to a group email or message using 'reply or reply all'.

- Know that copying other people's work is called plagiarism.

- Recognise acceptable/unacceptable online behaviour and that online bullying is unacceptable. Identify a range of ways to report concerns about content and contact.

- Know the legal age of responsibility is ten years.

- Understand the different audience of a school Learning Platform and an online social network.

- Know a digital footprint will last a lifetime and some of it can be tracked by others.

- Know effective methods for becoming a responsible digital citizen.

Years 5&6	Online Safety In Context

Personal, Social and Health Education

- Pupils should be taught to research, discuss and debate topical issues, problems and events.
- Pupils should be taught to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.
- Pupils should be taught to explore how the media present information.
- Pupils need to recognise the different risks in different situations and then decide how to behave responsibly and judging what kind of physical contact is acceptable or unacceptable.
- Pupils should be taught that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.
- Children should consider social and moral dilemmas that they come across in everyday life.

Resources

Content

Digital Literacy: http://www.digital-literacy.org.uk/Home.aspx

How search works: (Google): https://www.youtube.com/watch?v=BNHR6IQJGZs

Hoax video: Video – Spaghetti tree: : https://www.youtube.com/watch?v=tVo_wkxH9dU

Hoax websites: http://buydehydratedwater.com/ and http://allaboutexplorers.com/

Information Literacy: http://novemberlearning.com/resources/information-literacy-resources/

Trust me (Extremism): http://www.childnet.com/resources/trust-me

Educate against Hate   http://educateagainsthate.com/resources/

Contact

JIgsaw: https://www.thinkuknow.co.uk/teachers/resources/

Digital Literacy: http://www.digital-literacy.org.uk/Home.aspx

Video Games: https://www.commonsensemedia.org/

Online bullying: http://digizen.org/teachers/#

Conduct

Digital Literacy: http://www.digital-literacy.org.uk/Home.aspx

Horrible Histories – Saxon Monk (digital footprint): http://www.bbc.co.uk/cbbc/watch/p01g2pg0

Horrible Histories - Guy Fawkes (privacy settings): http://www.bbc.co.uk/cbbc/watch/p01g2pt6

Hector's World Differentiated Lesson Plans:
http://hectorsworld.netsafe.org.nz/teachers/lesson-plans-and-resources/lesson-plans/

General

Cybercafe: https://www.thinkuknow.co.uk/8_10/cybercafe/

NetSmartz: http://www.netsmartzkids.org/

Safe Social Networking: https://www.makewav.es/

Stop Cyberbullying: http://www.stopcyberbullying.org/index2.html

Childnet: http://www.childnet.com/resources