

# Henbury E-Safety Curriculum

## Digital Literacy



### National Curriculum

**EYFS:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes (ELG 15)

**KS1:** use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

**KS2:** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

### Intent





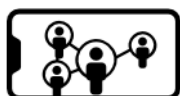

At Henbury View First School, we recognise clearly that for our pupils, the Internet and other digital devices already play a huge role in their lives. These devices can be an amazing resource for education and entertainment, and most children use them safely. However, there are also lots of risks online which can potentially lead to harm. These risks can include:

- Exposure to age inappropriate or distasteful content
- Harm from interactions with other people online
- Harm from trusting non-credible sources online

Unfortunately though, there are times when the Internet can be a dangerous place for children. As a school, we have a responsibility to ensure that all our pupils are aware of these risks and can deal with them appropriately. At Henbury, we use the UKCCIS, UK Internet Safety Centre and SWGfL resource 'Project Evolve' which is a new and up-to-date planning resource which supports children with their lives online. We also follow the SMART rules of staying safe online, which clearly spells out both the risks and effective ways of dealing with potential problems. These rules are clearly displayed in our Computing room and in all classrooms, and the children have half-termly e-safety sessions to ensure they understand how to deal with potential problems. We also aim to help support our school community, for example parents, on the possible dangers technology encompasses and advise them on how to deal with these.

# Curriculum Overview

Each half term has an overarching e-safety theme, and these are introduced through a key question. Each individual year group will then enquire into these key questions through differentiated and age-appropriate activities that support the teaching of the national curriculum. E-Safety is taught both discretely and in a cross curricular manner throughout both the core and foundation subjects.

Managing Online Information		What can we find out on the Internet?
Online Reputation, Copyright and Ownership		What do we like to do online?
Privacy and Security		How can we keep our information safe online?
Self-Image, Identity, Health, Well Being and Lifestyle		What are the positives and negatives of technology?
Online Relationships		How can we communicate online with others?
Online Bullying		How can we be kind online?

Through these 6 overarching themes, children will develop a strong understanding of how to stay safe online both at school and at home. The following statements have been taken from the 'Project Evolve' E-Safety program (<https://projectevolve.co.uk>) and each encompasses a starting question and subsequent lesson plan and resources. The statements have been carefully chosen to fit both the age and stage of the children but also the appropriateness for the children at Henbury and the challenges online that they specifically face.

# E-Safety Themes

## Managing Online Information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing

## Online Reputation, Copyright and Ownership

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles. It also explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution

## Privacy and Security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise

## Self-Image, Identity, Health, Well Being and Lifestyle

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour. It also explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them

## Online Relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships online. It offers opportunities to discuss behaviours that may lead to harm and how positive online interaction can empower and amplify voice

## Online Bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation

# Managing Online Information (Autumn 1)

Foundation	Year 1	Year 2	Year 3	Year 4
<p>I can talk about how I can use the internet to find things out</p> <p>I can identify devices I could use to access information on the internet</p> <p>I can give simple examples of how to find information (e.g. search engine, voice activated searching).</p>	<p>I can use the internet to find things out</p> <p>I can use simple keywords in search engines</p> <p>I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened</p>	<p>I can use keywords in search engines</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections)</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</p> <p>I can explain why some information I find online may not be true</p>	<p>I can use key phrases in search engines</p> <p>I can explain what autocomplete is and how to choose the best suggestion</p> <p>I can explain how the internet can be used to sell and buy things</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'</p> <p><i>SMART Crew- Reliable</i></p>	<p>I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'</p> <p>I can describe how I can search for information within a wide group of technologies</p> <p>I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true</p> <p><i>SMART Crew- Reliable</i></p>



## Online Reputation, Copyright and Ownership (Autumn 2)

Foundation	Year 1	Year 2	Year 3	Year 4
<p>I can identify ways that I can put information on the internet</p> <p>I know that work I create belongs to me</p> <p>I can name my work so that others know it belongs to me</p>	<p>I can recognise that information can stay online and could be copied</p> <p>I can describe what information I should not put online without asking a trusted adult first</p> <p>can explain why work I create using technology belongs to me</p> <p>I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it')</p> <p>I can save my work so that others know it belongs to me (e.g. filename, name on content)</p>	<p>I can explain how information put online about me can last for a long time</p> <p>I know who to talk to if I think someone has made a mistake about putting something online</p> <p>I can describe why other people's work belongs to them</p> <p>I can recognise that content on the internet may belong to other people</p>	<p>I can recognise I need to be careful before I share anything about myself or others online.</p> <p>I know who I should ask if I am not sure if I should put something online</p> <p>I can explain why copying someone else's work from the internet without permission can cause problems</p> <p>I can give examples of what those problems might be</p>	<p>I can describe how others can find out information about me by looking online</p> <p>I can explain ways that some of the information about me online could have been created, copied or shared by others</p> <p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to re-use it</p> <p>I can give some simple examples</p>



# Privacy and Security (Spring 1)

Foundation	Year 1	Year 2	Year 3	Year 4
<p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)</p> <p>I can describe the people I can trust and can share this with; I can explain why I can trust them</p>	<p>I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school)</p> <p>I can explain why I should always ask a trusted adult before I share any information about myself online</p> <p>I can explain how many devices in my home could be connected to the internet and can list some of those devices</p> <p><i>Hectors World- Videos 1-5 Jessie and Friends</i></p>	<p>I can explain how passwords can be used to protect information and devices</p> <p>I can describe how online information about me could be seen by others</p> <p>I can describe and explain some rules for keeping my information private</p> <p>I can explain what passwords are and can use passwords for my accounts and devices</p> <p><i>Hectors World- Videos 1-5 Jessie and Friends</i></p>	<p>I can give reasons why I should only share information with people I choose to. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult</p> <p>I understand and can give reasons why passwords are important</p> <p>I can describe simple strategies for creating and keeping passwords private.</p> <p><i>SMART Crew- SAFE</i></p>	<p>I can explain what a strong password is</p> <p>I can describe strategies for keeping my personal information private, depending on context</p> <p>I can explain that others online can pretend to be me or other people, including my friends</p> <p>I can suggest reasons why they might do this.</p> <p><i>SMART Crew- SAFE</i></p>



# Self-Image, Identity, Health, Well-Being and Lifestyle (Spring 2)

Foundation	Year 1	Year 2	Year 3	Year 4
<p>I can recognise that I can say 'no' 'please stop' 'I'll tell' 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset</p> <p>I can recognise that there may be people online who could make me feel sad, embarrassed or upset</p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology</p> <p><i>Smartie the Penguin Jessie and Friends</i></p>	<p>I can explain how other people's identity online can be different to their identity in real life</p> <p>I can give examples of issues online that might make me feel sad; I can give examples of how I might get help</p> <p>I can explain how this could be either in real life or online</p> <p>I can explain rules to keep us safe when we are using technology</p> <p><i>Smartie the Penguin</i></p>	<p>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust</p> <p>I can describe ways in which people might make themselves look different online</p> <p>I can explain simple guidance for using technology in different environments and settings and can say how those rules/guides can help me</p> <p><i>Smartie the Penguin</i></p>	<p>I can explain what 'identity' is</p> <p>I can demonstrate responsible choices about my online identity, depending on context</p> <p>I can explain why spending too much time using technology can sometimes have a negative impact on me</p> <p>I can explain how using technology can distract me from other things I might do or should be doing</p> <p>I can identify times or situations when I might need to limit the amount of time I spend on technology</p>	<p>I can explain how I can represent myself in different ways online</p> <p>I can explain ways in which and why I might change my identity (e.g. gaming; using an avatar)</p> <p>Knowing this, I can describe the right decisions about how I interact with others</p> <p>I can describe ways technology can affect healthy sleep</p> <p>I can describe common systems that regulate age-related content</p> <p>I can assess and action strategies to limit the impact on my health</p>



# Online Relationships (Summer 1)

Foundation	Year 1	Year 2	Year 3	Year 4
<p>I can recognise some ways in which the internet can be used to communicate</p> <p><i>Digiduck</i></p>	<p>I can give examples of how I (might) use technology to communicate with people I know</p> <p>I can use the internet with adult support to communicate with people I know</p> <p>I can explain why it is important to be considerate and kind to people online</p> <p><i>Digiduck</i></p>	<p>I can use the internet to communicate with people I don't know well (e.g. email a pen pal in another school or country)</p> <p>I can give examples of how I might use technology to communicate with others I don't know well</p> <p><i>Digiduck</i></p>	<p>I can describe ways people who have similar likes and interests can get together online</p> <p>I can explain some risks of communicating online with others I don't know well</p> <p>I can explain why I should be careful who I trust online and what information I can trust them with</p> <p>SMART Crew- Meeting, Accept</p>	<p>I can explain how my and other people's feelings can be hurt by what is said or written online</p> <p>I can explain why I can take back my trust in someone or something if I feel nervous</p> <p>I can describe strategies for safe and fun experiences in a range of online social environments</p> <p>I can give examples of how to be respectful to others online</p> <p>SMART Crew- Meeting, Accept</p>





## Online Bullying (Summer 2)

Foundation	Year 1	Year 2	Year 3	Year 4
<p>I can describe ways that some people can be unkind online</p> <p><i>Smartie the Penguin</i></p>	<p>I can offer examples of how this can make others feel</p> <p>I can describe how to behave online in ways that do not upset others and can give examples</p> <p><i>Hectors World- Video 6</i> <i>Smartie the Penguin</i></p>	<p>I can give examples of bullying behaviour and how it could look online</p> <p>I understand how bullying can make someone feel</p> <p>I can talk about how someone can/would get help about being bullied online or offline</p> <p><i>Hectors World- Video 6</i> <i>Smartie the Penguin</i></p>	<p>I can explain what bullying is and can describe how people may bully others</p> <p>I can describe rules about how to behave online and how I follow them</p> <p><i>SMART Crew- Tell</i></p>	<p>I can identify some online technologies where bullying might take place</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat)</p> <p>I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation)</p> <p><i>SMART Crew- Tell</i></p>



# Supporting Resources

## Self-Image, Identity, Health, Well-Being and Lifestyle

Dove Self-Esteem Project (<https://parentzone.org.uk/projects/dove-self-esteem-project>)

Media Smart (<http://mediasmart.uk.com/teaching-resources>)

SWGfL drama resource – With Friends Like These (<https://www.swgfl.org.uk/products-services/online-safety/resources/with-friends-like-these/>)

WebWise (<http://www.bbc.co.uk/webwise/0/>)

Childline (<https://www.childline.org.uk/>)

Vodafone and ParentZone – Digital Parenting Magazine (<https://parentzone.org.uk/Digital-Parenting-Magazine-order-here>)

Young Minds – Resources (<https://youngminds.org.uk/resources/>)

## Online relationships

Barnardos – Real Love Rocks (<http://www.barnardosrealloverocks.org.uk/the-real-love-rocks-resource/>)

Brook and CEOP – Digital Romance (<https://www.thinkuknow.co.uk/professionals/resources/digital-romance/>)

CEOP – Thinkuknow (<https://www.thinkuknow.co.uk/>)

Childnet et al – Project deSHAME (<http://www.childnet.com/our-projects/project-deshame>)

Childnet – Crossing the Line PSHE Toolkit (<http://www.childnet.com/resources/pshetoolkit>)

Disrespect Nobody (<https://www.disrespectnobody.co.uk/>)

NSPCC, Children’s Commissioner and Middlesex University – ‘...I wasn’t sure if it was normal to watch...’

([https://www.mdx.ac.uk/\\_data/assets/pdf\\_file/0021/223266/MDX-NSPCC-OCC-pornography-report.pdf](https://www.mdx.ac.uk/_data/assets/pdf_file/0021/223266/MDX-NSPCC-OCC-pornography-report.pdf))

PSHE Association – Sex and Relationship Education (SRE) for the 21st century (<https://www.pshe-association.org.uk/curriculum-and-resources/resources/sex-and-relationship-education-sre-21st-century>)

## Managing online information

Childnet – Trust Me (<http://www.childnet.com/trustme>)

Google Search Education (<https://www.google.com/intl/en-us/insidesearch/searcheducation/lessons.html>)

Ofcom – Children’s media literacy (<https://www.ofcom.org.uk/research-and-data/media-literacy-research/childrens>)

### Online Reputation, Copyright and Ownership

Barclays LifeSkills – Online reputation and social networking (<https://www.barclayslifeskills.com/teachers/lessons/online-reputation-16-19/>)

Childnet – Online Reputation Checklist (<http://www.childnet.com/resources/online-reputation-checklist>)

MediaSmart – Promoting Ethical Behaviour Online: My Virtual Life (<http://mediasmarts.ca/lessonplan/promoting-ethical-behaviour-online-our-values-and-ethics-lesso>)

SWGfL – Digital Literacy and Citizenship (<https://digital-literacy.org.uk/>)

Cracking Ideas (<http://crackingideas.com>)

Creative Commons (<https://creativecommons.org/>)

Get It Right from a Genuine Site (<https://www.getitrightfromagenuinesite.org/>)

### Online bullying

Anti-Bullying Alliance (<https://www.anti-bullyingalliance.org.uk/>)

BullyingUK (<http://www.bullying.co.uk/cyberbullying/>)

Ditch the Label (<https://www.ditchthelabel.org/>)

European Schoolnet (<http://enable.eun.org/>)

The Diana Award – Anti-bullying Ambassadors (<http://www.antibullyingpro.com/>)

### Privacy and security

ICO – Resources for schools (<https://ico.org.uk/for-organisations/education/resources-for-schools/>)

The European Handbook for Teaching Privacy and Data Protection at Schools ([http://arcades-project.eu/images/pdf/arcades\\_teaching\\_handbook\\_final\\_EN.pdf](http://arcades-project.eu/images/pdf/arcades_teaching_handbook_final_EN.pdf))

### Video Resources

Digiduck (<https://www.childnet.com/resources/digiduck-stories/digiducks-big-decision>)

Smartie the Penguin (<https://www.childnet.com/resources/smartie-the-penguin>)

Hector the Dolphin (<http://www.hectorsworld.com>)

The SMART Crew (<https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew>)

Jessie and Friends (<https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/>)