

E-Safety – Objectives and Ideas for each year group.
digitalclassrooms.co.uk

Any safeguarding issues are reported to Senior Leadership using the concern forms.

All staff sign the acceptable use agreement.

Please ensure that all websites and resources are checked prior to use in the lesson! Carry out the search on school computers first.

Teachers do need to model how you find information and use the internet safely.

Please be aware of your expectations when typing or producing digital content – don't encourage plagiarism!

This overview covers the expectation that we will teach e-safety and the use of digital information in a *smart* and *engaging* manner. (Ofsted Criteria – September 2013)

Concerns which arise during the use of digital technologies are treated in the same manner as any other safeguarding concerns and reported to the SLT.

This document pools resources, websites and ideas which can be used and integrated into your planning. Very few of these ideas need discreet lessons, but where possible put these at the beginning of any units of work. Many connections can be made with other areas of the curriculum.

There are several websites with some copyright free images on [Creative Commons](#)

- [Flickr](#)–they list their restrictions–this is a good learning tool
- [Flickrcc](#)–only creative commons images on Flickr
- [Free Photo](#)
- [Open Clip Art](#)
- [Open Photo](#)
- [Smithsonian Wild](#)–200,000 animal pictures!
- [Stock Exchange](#)
- Wiki Images

Year 1

Mix internet safety lessons in with other teaching.

First time students access the internet, Provide an overview.
What is it? Where does it go? What will they see once they've clicked a link? How should they safely use a link? How do they NOT click on the ads (and what are 'ads')?

- We visit age-appropriate videos that teach online safety
 - [Surf Swell Island](#)
 - [Clicky's Quest–internet safety](#)
 - [Clicky's Web World–What to do](#)
 - [Webonauts](#)
 - [Garfield–internet safety](#)
 - [Internet Safety Site –Disney](#)
 - [Think U Know](#)
 - <http://www.childnet.com/young-people/primary> – story books and ideas for introducing vocabulary and ideas.
- Have sufficient adult assistance that activities can be corrected immediately
- Teacher model how they use technology and do discuss with parents if children are displaying any bad habits.

Key Questions and Vocabulary

What do we use computers for? What is the different between the computers and iPads?

What do you enjoy doing on the computer?

What is a link? What is an advertisement?

Year Two

- Begin to have fun online - reinforce the topic regularly, especially if working with the internet.
- Remind students of our safety rules, (make available from the policy ideally on display)
- Link to these websites:
 - [Computer safety–videos \(or look at the school you tube account for recently found content\)](#)
 - [Surf Swell Island](#)
 - [Clicky’s Quest–internet safety](#)
 - [Garfield–internet safety](#)
 - [Webville Outlaws–internet safety](#)
 - [My Online Neighborhood–video](#)
 - [Think U Know](#)
- As with Year 1 teacher modeling the correct use of the technology is vital and allowing the children to be responsible for researching answers to questions in the classroom, or updating the school blog.

Key Questions

What do we use computers for?

What do you enjoy doing on a computer or iPads? Is it different at home and school? Why?

What do we do if we see something that makes us feel uncomfortable?

Year Three

- For 15-30 minutes of one weekly lesson: Discuss **image copyright** as your students search for online pictures in conjunction with a class report—what that is, why it's important, how to identify a copyrighted image.
- Discuss **different media** - how authors can create and work with technology. Great when you are looking at creating books using 2Simple software or the iPads. Link to any links within IPC as well.
- Reinforce **cybersafety and online security** by creating an avatar using one of these free web-based avatar creators:
 - [Lego](#)
 - [Build your Wild Self](#)
 - [Voki \(better for adults – but useful to explore!\)](#)
- Research a project that goes to specific websites as a method of teaching **safe search methods. Reinforce the school rules, (office / display)**
- Lots of safety issues can be explored during free time or golden time
 - [Surf Swell Island](#)
 - [Garfield internet safety](#)
 - [Internet safety](#)
 - [Think U Know](#)
 - <http://www.netsmartzkids.org/RoutersBirthdaySurprise/Adventure>

Key Questions

Can you just take any picture and use it?

Should you give your real name online? Real address? What situations would people ask you for your real name?

Can you trust all the information you see / find out on the internet?

When do you prefer to use an iPad or a computer?

Year Four

Key Questions

- Create avatars as you discuss **internet safety and online bullying**. Use:
 - [Lego](#)
 - [Build your Wild Self](#)

- Discuss **online netiquette**

Looking after your friends and keeping yourself safe.

Use the digi-duck resources, (shared drive or online here)

<http://www.childnet.com/resources/digiducks-big-decision>

Link this to school blogs and school websites. How do they know the expectations of the websites?

- Discuss **plagiarism and copyright when creating digital documents**.

- Websites to visit throughout, during free time before/after projects:

- [Safety Land—with certificate at end](#)
- [Safe Kids Quiz – use as a prompt for online discussion and questions](#).
- [Think U Know](#)
- http://www.ps-playsafeonline.com/uk/be_aware/ - Playing games online / Playing Safe
- <http://www.kidsmart.org.uk/>
- <http://www.childnet.com/young-people/primary> - lots of online resources including regular competitions and story books.

- Make **safe searching** part of the curriculum – e.g. when given projects use it as a point of discussion.

- In Literacy can you link internet safety to the curriculum **advertisements** which don't give false information and so on. A guide to being safe online.

How would you respond to online bullying? What would you do with a text message you don't like or that makes you feel uncomfortable?

How do you use blogs? What sort of comments should you leave? What do you do if someone leaves a comment that makes you feel bad?

How can you find the author of a document or website?

Year Five and Six

Link closely to PSHE – discuss personal safety and link to well-known websites that they may use such as Facebook, even though they are not actually old enough.

- Create avatars as you discuss **internet safety**
- Discuss **safe research** methods (and how that equates to internet safety)
- Remember to discuss **smart research** as well – use this
<http://www.bigredhair.com/boilerplate/soldier/index.html> - an incredibly detailed look at a fictional Robot. Can they use their own judgement, or another source to verify what the information they have found?
- Discuss **netiquette**, good online manners
- Discuss **copyrights**
- Discuss **plagiarism**
- Websites we visit
 - [Plagiarism video \(not sure of the rules yourself?!\)](#)
 - [Safe Kids Quiz](#) – useful for prompting lessons discussions and starters. Maybe even designing your own quiz for some activities?
 - [Think U Know](#)
- Link to game consoles – use the PlayStation website to explain age related guidance: http://www.ps-playsafeonline.com/uk/be_aware/ - Playing games online / Playing Safe

Key Questions:

When do you meet people online? When do you give your real name? Would you create a whole new online persona? Why would people not keep their real name online?

Why do some websites have age restrictions? Is it wrong to break the rules to be a member?

What does it mean to lie about your age for sites such as Facebook or Snapchat?

How do you respond to blog posts? What happens if someone leaves a comment that makes you feel bad? What should you do?