

Garswood Primary School Policy for Online safety



In conjunction with 'GIST'
(Garswood Internet Support Team)



"Harnessing Technology: Transforming learning and children's services sets out the government plans for taking a strategic approach to the future development of ICT."

<http://www.dfes.gov.uk/publications/e-strategy/>

The policy has been created by a working party consisting of computing lead, SLT and head teacher, GIST (Garswood Internet support team (made up of KS2 children) and then discussed and approved by Parents, Staff and Governors.

Last updated: October 2024

GIST (Garswood Internet Support Team)

What is Garswood's Internet Support Team

Garswood's Internet Support Team is a network of children across KS2 who show an aptitude towards computing and a particular interest in e safety across the school. Meetings are led by Miss Moon the computing lead and discussions from team meetings are shared with the deputy head and specific learning assistants. They are involved in all major e safety decisions across the school and will often disseminate information across the school.

What does the team do?

The GIST Team created an action plan to ensure e safety is current and happening across Garswood Primary, training is in place and policies are adhered to. They create, plan and deliver training across the school and share results and information they have gained with staff and Governors.

How do they tackle e safety at Garswood?

The team have a number of duties with regards to e safety, their action plan includes....

- Creating presentations to staff and pupils
- Carry out surveys and analyse the information gained.
- Create posters and information leaflets for various audiences with regards to e safety.
- Discuss policies and action plans and ways to move forward
- Create online and virtual resources for various people to access.
- Create solutions to e safety problems as they arise.

This e-safety policy was approved by the Governing Body / Governors Sub Committee on:	
The implementation of this e-safety policy will be monitored by the:	Computing lead – Les Moon, GIST, SLT
Monitoring will take place at regular intervals:	Annually (October)
The Online Safety Policy will be reviewed annually, or more regularly in the light of any significant new developments in the use of the technologies, new threats to e-safety or incidents that have taken place. The next anticipated review date will be:	October 2025
Should serious e-safety incidents take place, the following external persons / agencies should be informed:	Computing lead – Les Moon, Family Support Worker – H Evans Head teacher – Pam Potter

Education for a Connected World:

Today's children and young people are growing up in a digital world. As they grow older, it is crucial that they learn to balance the benefits offered by technology with a critical awareness of their own and other's online behaviour and develop effective strategies for staying safe and making a positive contribution online.

Garswood will adopt philosophies from Education for a Connected World to describe the skills and understanding that children and young people should have the opportunity to develop at different ages and stages. Highlighting what a child should know in terms of current online technology, its influence on behaviour and development, and what skills they need to be able to navigate it safely.

ProjectEVOLVE:

Resources each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World" with perspectives; research; activities; outcomes; supporting resources and professional development materials.

This vast library of content is managed by an innovative new engine, designed by the SWGfL Webteam, that not only makes navigating the content intuitive but allows users to personalise the content they collate.

Project evolve can provide information, lesson plans, research summaries, stimulus questions and activities for pupils to complete. Professional development materials for staff are also available to broaden ever changing e safety knowledge. It has been designed with customisation and flexibility.

The content has been written by a team of experts here at the UK Safer Internet Centre. It's up to date; relevant and engaging and moves online life education into the third decade of the 21st century.

Aims:

Garswood will use Project Evolve, Google Legends and Education for a Connected World as a tool for anyone who works with children and young people. It enables the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world.

They focus specifically on eight different aspects of online education:

1. Self-image and Identity
2. Online relationships
3. Online reputation
4. Online bullying
5. Managing online information
6. Health, wellbeing and lifestyle
7. Privacy and security
8. Copyright and ownership

Garswood and Education for a Connected World aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change. The objectives promote the development of safe and appropriate long-term behaviours, and support educators in shaping the culture within their setting and beyond.

In conjunction with various advisors Garswood is developing a rich, effective and developmental curriculum, which will support young people to be safe, healthy and thriving online:

- Auditing and evaluating existing provision of online safety education
- Coordinating delivery of online safety education throughout the curriculum
- Improving engagement across the wider school community on issues related to online safety
- Developing effective training for staff and governors/board members

Online safety is a whole school issue. The framework aims to support the development of the curriculum and is of particular relevance to PSHE education and Computing. It is designed, however, to be usable across the curriculum and to be central to a whole school approach to safeguarding and online safety.

Overview:

This e safety policy applies to all members of Garswood Primary (including staff, pupils, volunteers, parents, trainee teachers, visitors) who have access to and are users of Garswood Primary both in and out of the *school*.

The Education and Inspections Act 2006 empowers Headteachers to such extent as is reasonable, to regulate the behaviour of pupils when they are off the *school* site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying, or other e-safety incidents covered by this policy, which may take place outside of the school, but is linked to membership of the school. The 2011 Education Act increased these powers with regard to the searching for and of electronic devices and the deletion of data. In the case of both acts, action can only be taken over issues covered by the Behaviour Policy.

The school will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents / carers of incidents of inappropriate e-safety behaviour that take place out of school.

E-Safety encompasses Internet technologies and electronic communications such as mobile phones and devices as well as collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience.

ICT in the 21st Century has an all-encompassing role within the lives of children and adults. New technologies are enhancing communication and the sharing of information. Current and emerging technologies used in school and, more importantly in many cases, used outside of school by children include:

- The Internet and e-mail
- Instant messaging often using web cams
- Blogs (an on-line interactive diary)
- Podcasting (radio / audio broadcasts downloaded to computer or MP3/4 player)
- Social networking sites
- Video broadcasting sites
- Chat Rooms Gaming Sites
- Music download sites Mobile phones with camera and video functionality
- Smart phones with e-mail, web functionality and cut down 'Office' applications.

Roles and Responsibilities:

Our e-Safety Policy has been written by the school, building on the information from **Education for a Connected World, Becta, CEOP and GIST team discussions.**

The school's e-safety policy will operate in conjunction with other policies including those for Computing, behaviour, Cyber bullying and Child Protection.

The **e safety coordinator (Les Moon)** will operate as part of the Computing coordinators role in association with the **SENCO (Lucy Myatt)** and **Pastoral Lead (Helen Evans)** all discussions and specific incidents on violation of e safety will be recorded on CPOMS flagged to the **deputy head and head teacher (Andrew Yearsley and Pam Potter)**

Our e-Safety Coordinator ensures they keep up to date with e-Safety issues and guidance through liaison with the Local Authority e-Safety Officer/Safeguarding Unit and through organisations such as Becta and The Child Exploitation and Online Protection (CEOP). The school's e-Safety coordinator ensures the Head, senior management and Governors are updated as necessary.

- 🌐 **Governors** – Governors / Directors are responsible for the approval of the E-Safety Policy and for reviewing the effectiveness of the policy. They will regularly receive internet filtering and monitoring reports and one specific member will take the role of e-safety officer in the Governing Body.
- 🌐 **Head teacher** - The Headteacher has a duty of care for ensuring the safety (including e-safety) of members of the school community, though the day to day responsibility for e-safety will be delegated to the E-Safety Co-ordinator. The Headteacher and computing lead (SLT member) are aware of the procedures to be followed in the event of a serious e-safety allegation being made against a member of staff.
- 🌐 **Online safety coordinator** –
 - leads the e-safety team (GIST)
 - takes day to day responsibility for e-safety issues and has a leading role in establishing and reviewing the school e-safety policies / documents
 - ensures that all staff are aware of the procedures that need to be followed in the event of an e-safety incident taking place.
 - provides training and advice for staff
 - liaises with the Local Authority and liaises with school technical staff
 - receives reports of e-safety incidents and uses these to inform future e-safety developments,
 - meets regularly with SLT to discuss current issues, review incident logs and filtering / change control logs
 - attends relevant governors meetings
- 🌐 **St. Helens technicians:**
 - that the school's technical infrastructure is secure and is not open to misuse or malicious attack
 - that the school meets required e-safety technical requirements and any Local Authority / other relevant body E-Safety Policy / Guidance that may apply.
 - that users may only access the networks and devices through a properly enforced password protection policy, in which passwords are regularly changed
 - the internet filtering policy is applied and updated on a regular basis and that its implementation is not the sole responsibility of any single person.

- that they keep up to date with e-safety technical information in order to effectively carry out their e-safety role and to inform and update others as relevant

Teaching and Support Staff:

- they have an up to date awareness of e-safety matters at Garswood and its e-safety policy and practices
- they have read, understood and signed the Staff Acceptable Use Policy
- they report any suspected misuse or problem to the Headteacher / family support worker or E-Safety Coordinator
- all digital communications with students / pupils / parents / carers should be on a professional level and only carried out using official school systems
- e-safety issues are embedded in all aspects of the curriculum and other activities
- pupils understand and follow the e-safety and acceptable use policies
- pupils have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- they monitor the use of digital technologies, mobile devices, cameras etc in lessons and other school activities (where allowed) and implement current policies with regard to these devices.

GIST (Garswood Internet Safety Team):

The GIST provides a consultative group that has representation from KS2 children and staff with responsibility for issues regarding e-safety and the monitoring the e-safety policy including the impact of initiatives. The group will also be responsible for regular reporting to the Governing Body.

Members of the GIST will assist the e safety coordinator, Miss Moon with:

- the production / review / monitoring of the school e-safety policy.
- the production / review / monitoring of the school e safety action plan.
- mapping and reviewing the e-safety curricular provision – ensuring relevance, breadth and progression.
- consulting parents / carers and pupils about the e-safety provision.
- monitoring improvement actions identified through use of questionnaires and surveys.

E Safety:

E safety should be a focus in all areas of the curriculum and staff should reinforce e-safety messages across the curriculum. The e-safety curriculum should be broad, relevant and provide progression, with opportunities for creative activities and will be provided in the following ways:

- A planned e-safety curriculum should be provided as part of Computing / PHSE / other lessons and should be regularly revisited
- Key e-safety messages should be reinforced as part of a planned programme of assemblies and lessons.
- Pupils should be taught in all lessons to be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information.
- Pupils should be taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet
- Pupils should be helped to understand the need for the pupil Acceptable Use Agreement and encouraged to adopt safe and responsible use both within and outside school
- Staff should act as good role models in their use of digital technologies the internet and mobile devices
- In lessons where internet use is pre-planned, it is best practice that pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.
- Where pupils are allowed to freely search the internet, staff should be vigilant in monitoring the content of the websites the young people visit.

Education/Teaching and Learning

Why Internet use is important

The Internet is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide students with quality Internet access as part of their learning experience.

Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils. It operates closely with Garwood's creative curriculum, encouraging children to do their own research both in and outside of school connected with their own learning.

Pupils use the Internet widely outside school and will need to learn how to evaluate Internet information and to take care of their own safety and security.

Internet use will enhance learning

Internet access will be planned to enrich and extend learning activities. Access levels will be reviewed to reflect the curriculum requirements and age of pupils.

Pupils will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use.

The school Internet access will be designed expressly for pupil use and will include filtering appropriate to St Helens firewall requirements outlined below:

2.1. *Filtered access to the Internet in schools is provided to members of staff in pursuance of their duties in schools. Access should only be attempted by members of staff who have been authorised to do so by the Head Teacher.*

2.2. *Members of staff using the internet in schools must do so within the general requirements of the School's Code of Conduct, with particular regard to*

- **Duty of Fidelity** - *includes actions or omissions which could damage the business prospects or reputation of the school or in any way bring the school into disrepute.*
- **Duty of Care** - *is defined as carrying out your particular occupation using the skills, ability and knowledge for which you are employed to the best interest of the Council/School and using Council/School equipment and resources with proper regard.*
- **Use of Council/School Property or Facilities** - *you must not remove or use School property for your personal requirements or for the benefit of others where the work of the School is not involved. Use of School buildings or facilities outside your normal duties and hours of work must be fully authorised and open to scrutiny.'*

Staff should guide pupils in on-line activities that will support the learning outcomes planned for the pupils' age and maturity.

Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

Pupils will be taught how to evaluate Internet content

The school will ensure that the use of Internet derived materials by staff and pupils complies with copyright law.

Pupils should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.

Pupils will be taught to acknowledge the source of information used and to respect copyright when using Internet material in their own work.

Current Garswood software such as **smoothwall** will filter inappropriate images before children become aware of them but the searching of images will be taught through whole class lessons.

Parents / carers

Many parents and carers have only a limited understanding of e-safety risks and issues, yet they play an essential role in the education of their children and in the monitoring / regulation of the children's on-line behaviours. Parents may underestimate how often children and young people come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

The school will therefore seek to provide information and awareness to parents and carers through:

- Curriculum activities
- Letters, newsletters, web site,
- Parents evenings / sessions
- High profile events / campaigns eg Safer Internet Day
- Reference to the relevant web sites / publications

The Wider Community

The school will provide opportunities for local community groups / members of the community to gain from the school's / academy's e-safety knowledge and experience. This may be offered through the following:

- Providing family learning courses in use of new digital technologies, digital literacy and e-safety
- E-Safety messages targeted towards grandparents and other relatives as well as parents.
- The school website will provide e-safety information for the wider community
- Supporting community groups eg Tots Club

Training:

Staff:

It is essential that all staff receive e-safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows:

- A planned programme of formal e-safety training will be made available to staff. This will be regularly updated and reinforced. An audit of the e-safety training needs of all staff will be carried out regularly.
- All new staff should receive e-safety training as part of their induction programme, ensuring that they fully understand the school e-safety policy and Acceptable Use Agreements.
- The E-Safety Coordinator will receive regular updates through attendance at external training events and by reviewing guidance documents released by relevant organisations.
- This E-Safety policy and its updates will be presented to and discussed by staff in staff / team meetings / INSET days.

Governors:

Governors should take part in e-safety training with particular importance for those who are assigned to e safety and child protection.

- Participation in school training / information sessions for staff or parents (this may include attendance at assemblies / lessons).

Managing Internet Access

Information system security

School ICT systems capacity and security will be reviewed regularly.

Virus protection will be updated daily through **Smoothwall** downloading automatically through the schools networked server. Image protection to avoid inappropriate viewing of flesh tone will be highlighted, record and blocked by the **Smoothwall** software brought into Garswood to cover the areas that **Smoothwall** is not equipped to prevent.

Microsoft Teams and E mail accounts:

Pupils may only use approved e-mail accounts on the school system. Each Year group have been allocated a username and password to Microsoft Teams which operates without their own 'class' with one username and password to be used during lesson time to demonstrate and develop curriculum objectives, and for Home learning. Any use of 'messaging' will take place through Teams to specific members of their own class or allocated staff, where all messages sent can be edited and accounted for. No messages will be sent externally to anyone who does not attend Garswood Primary School. When blogging on the school website or Teams children must always access their account. Pupils must immediately tell a teacher immediately if they receive offensive e-mail or messages. Pupils must not reveal personal details of themselves or others in e-mail communication or arrange to meet anyone without specific permission. (*Refer to e bullying policy and safer Internet Day resources on staff share*)

E-mail sent to an external organisation should be written carefully and authorised before sending, in the same way as a letter written on school headed paper.

The forwarding of chain letters is not permitted.

ST Helens services advice....

Head Teachers should critically consider the granting of Internet access to ensure that usage will add value to the member of staff's role in the school. Head Teachers should also ensure that all members of staff are aware of the need for this authorisation before attempting to use the Internet and that any unapproved connection may constitute a breach of the Code of Conduct.

Head Teachers should immediately request the removal of Internet access for leavers and for any member of staff suspended from work. This information should also be made available to St. Helens.

Published content on the School Spider Website

The contact details on the Web site are the school address, e-mail and telephone number. Staff or pupils' personal information will not be published.

The Computing co-ordinator and website lead will take overall editorial responsibility and ensure that content is accurate and appropriate.

The School spider website will be updated regularly with current school information such as newsletters, home activities, class topic information and dates throughout the term. The class teacher and office manager will be responsible for this.

Only children who have signed and written permission from their parent or Guardian will have photographs, school work, birthdays and full names uploaded.



Publishing pupil's images on Teams, Garswood Website and Twitter

Only children with written permission from a Parent or Guardian will have photographs and class work published on the website or Twitter.

Pupils' full names will not be displayed as part of the uploaded work, but first names could be associated with individual photographs or pieces of work

Written permission from parents or Guardians will always be sought when a new child starts at Garswood School

Pupil's work can only be published with the permission of the pupil as well as the written permission mentioned above.



Social networking and personal publishing

The school will block/filter access to social networking sites through the St Helens filtering system. Twitter will only be allowed with head teachers permission.

Free Online games, especially those containing aspects of violence will be blocked and reported immediately to St Helens in order for the particular URL to be added to the LA's blocked list.

Pupils will be advised **never** to give out personal details of any kind which may identify them or their location. (*Refer to e bullying policy and safer Internet Day resources on staff share*)

Pupils and parents will be advised that the use of social network spaces outside school is mostly inappropriate for primary aged pupils.



Managing filtering

In conjunction with the St. Helens LA Internet policy, has adopted the following actions:

3.2. *Internet access is provided to schools through the St Helens MAN (Metropolitan Area Network). This infrastructure provides an Internet firewall and a filtering mechanism, presently installed at either school or LEA level. Members of staff should not attempt to circumvent or disable any of these features.*

3.3. *Members of staff should use their individual I.D. when accessing the Internet and should not allow other staff to use their I.D.*

3.4. *When logged onto their Internet account members of staff should not leave a workstation unattended unless it is locked.*

The school will work with Agilysis and the Internet Service Provider to ensure systems to protect pupils are reviewed and improved on a regular basis

If staff or pupils discover an unsuitable site, it must be reported to the e-Safety Coordinator immediately (through the class teacher if appropriate).

Senior Management team in conjunction with the Computing Coordinator will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.

Any material that the school believes is illegal must be reported to appropriate agencies such as IWF or CEOP.



Managing emerging technologies

Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.

Mobile phones will not be used during lessons or formal school time. The sending of abusive or inappropriate text messages is forbidden.



Protecting personal data

Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

For additional information in this area please see the SAENCO and Child Protection policies

All information regarding children is kept centrally on the SIMS system and access to this system can only be granted by Agilysis services who allocate individual username and passwords. Currently the only members of staff who have access is the Head Teacher, two office managers.

Wherever possible, information concerning individual children including tests scores, data and IEP/IBP's can be found on the staff share system. Staff are advised to not put this information on removable drives or send via email systems due to data and child protection (see every child matters agenda).



Use of digital and video images

The development of digital imaging technologies has created significant benefits to learning, allowing staff and pupils instant use of images that they have recorded themselves or downloaded from the internet. However, staff, parents / carers and pupils need to be aware of the risks associated with publishing digital images on the internet. Such images may provide avenues for cyberbullying to take place. Digital images may remain available on the internet forever and may cause harm or embarrassment to individuals in the short or longer term. It is common for employers to carry out internet searches for information about potential and existing employees. The school will inform and educate users about these risks and will implement policies to reduce the likelihood of the potential for harm:

- When using digital images, staff should inform and educate pupils about the risks associated with the taking, use, sharing, publication and distribution of images. In particular they should recognise the risks attached to publishing their own images on the internet eg on social networking sites.
- Staff and volunteers are allowed to take digital / video images to support educational aims, but must follow school policies concerning the sharing, distribution and publication of those images. Those images should only be taken on school equipment, the personal equipment of staff should not be used for such purposes.
- Care should be taken when taking digital / video images that pupils are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.
- Pupils must not take, use, share, publish or distribute images of others without their permission
- Photographs published on the website, Twitter, or elsewhere that include pupils will be selected carefully and will comply with good practice guidance on the use of such images.
- Written permission from parents or carers will be obtained before photographs of pupils are published on the school website or Twitter.

Data Protection

Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998 and GDPR 2018 which states that personal data must be:

- Fairly and lawfully processed
- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than is necessary
- Processed in accordance with the data subject's rights
- Secure
- Only transferred to others with adequate protection.

Policy Decisions

Authorising Internet access, Teams, Twitter and School Spider

All staff must read and sign the 'Staff Information Systems Code of Conduct' before using any school ICT resource.

The school will keep a record of all staff and pupils who are granted Internet access. The record will be kept up-to-date, for instance a member of staff may leave or a pupil's access be withdrawn.

Parents will be asked to sign and return a consent form.

All staff must now undergo a two form authenticator process when logging into their Microsoft accounts from, new devices, this is verified by a certified pass number on a phone application to confirm identify. This will occur once every 60 days.

All children, staff and governors will be allocated a specific username and password under the condition that they must not be revealed to another pupil. If this should occur, the child or member of staff are no longer entitled to the username and password and the incident will be logged.

All parents must sign a consent form before children are allocated with a username and password.

Assessing risks

The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. Neither the school nor St Helens filtering can accept liability for the material accessed, or any consequences of Internet access.

The school will audit ICT provision to establish if the e-safety policy is adequate and that its implementation is effective.

The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990.

Methods to identify, assess and minimise risks will be reviewed regularly.

Handling e-safety complaints

Complaints of Internet misuse will be dealt with by a senior member of staff, ideally the Head Teacher when available.

Any complaint about staff misuse must be referred to the head teacher.

Complaints of a child protection nature must be dealt with in accordance with school child protection procedures. (See child protection policy)

Parents and pupils will need to work in partnership with staff to resolve issues.

Communications Policy

Introducing the online safety policy to pupils

Online safety rules will be posted in all networked rooms with Internet access and discussed with the pupils at the start of each year. Pupils will be informed that network and Internet use will be monitored.

Staff and the online safety policy in conjunction with St. Helens

In conjunction with the St. Helens LA Internet policy, has adopted the following actions:

3.6. *Members of staff should not use, or try to use, a school Internet account for intentionally accessing, displaying, storing or transmitting material that is obscene, sexually explicit, pornographic, racist, defamatory, hateful, incites or depicts violence, or describes techniques for criminal or terrorist acts or otherwise represents values which are contrary to School policy.*

3.7. *Where access to such sites occurs accidentally this should be immediately reported to the Head Teacher or, in the case of the Head Teacher being absent, a member of the Senior Management team.*

3.8. *Members of staff must be aware of, and abide by, the Data Protection Act as its provisions cover data transmitted and stored on e-mail. (See the Data Protection Policy and Code of Practice for further details).*

All staff will be given the School e-Safety Policy and its importance explained. This policy will be kept on Staff Share and edit on an annual basis.

Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.

Staff training in safe and responsible Internet use and on the school e-safety Policy will be provided as required.

Enlisting parents' support and advice for website.

Parents' attention will be drawn to the school e-Safety Policy in newsletters, and the website

Parent classes will be made available for Parents to fully understand the Internet risks and what they can do to prevent them.

Internet issues will be handled sensitively, and parents will be advised accordingly.

Communications	Staff and other adults				Students/pupils			
	Allowed	Allowed at certain times	Allowed for selected staff	Not allowed	Allowed	Allowed at certain times	Allowed with staff permission	Not allowed
<p>A wide range of rapidly developing communications technologies has the potential to enhance learning. The following table shows how the school currently considers the benefit of using these technologies for education outweighs their risks / disadvantages:</p> <p>Communication Technologies during school times</p>								
Mobile phones may be brought to school		✓						✓
Use of mobile phones in lessons				✓				✓
Use of mobile phones in social time		✓						✓
Taking photos on mobile phones / cameras				✓				✓
Use of other mobile devices eg tablets, gaming devices	✓					✓		
Use of personal email addresses in school, or on school network		✓						✓
Use of school email for personal emails	✓							
Use of messaging apps	✓							✓
Use of social media			✓					✓
Use of blogs	✓					✓		

When using communication technologies the school considers the following as good practice:

- The official school email service may be regarded as safe and secure and is monitored. Users should be aware that email communications are monitored. Staff and pupils should therefore use only the school email service to communicate with others when in school, or on school systems (eg by remote access).
- Users must immediately report, to the nominated person – in accordance with the school policy, the receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication.
- Any digital communication between staff pupils or parents / carers (email, chat, blog etc) must be professional in tone and content. These communications may only take place on official (monitored) school systems. Personal email addresses, text messaging or social media must not be used for these communications.
- Whole class / group email addresses may be used at KS1, while pupils at KS2 and above will be provided with individual school email addresses for educational use.
- Pupils should be taught about e-safety issues, such as the risks attached to the sharing of personal details. They should also be taught strategies to deal with inappropriate communications and be reminded of the need to communicate appropriately when using digital technologies.
- Personal information should not be posted on the school website and only official email addresses should be used to identify members of staff.

Social Media - Protecting Professional Identity

All schools, academies and local authorities have a duty of care to provide a safe learning environment for pupils and staff. Schools and local authorities could be held responsible, indirectly for acts of their employees in the course of their employment. Staff members who harass, cyberbully, discriminate on the grounds of sex, race or disability or who defame a third party may render the *school / academy* or local authority liable to the injured party. Reasonable steps to prevent predictable harm must be in place.

The school provides the following measures to ensure reasonable steps are in place to minimise risk of harm to pupils, staff and the school through limiting access to personal information:

- Training to include: acceptable use; social media risks; checking of settings; data protection; reporting issues
- Clear reporting guidance, including responsibilities, procedures and sanctions
- Risk assessment, including legal risk

School staff should ensure that:

- No reference should be made in personal social media to students / pupils, parents / carers or school staff
- They do not engage in online discussion on personal matters relating to members of the school community
- Personal opinions should not be attributed to the *school* or local authority
- Security settings on personal social media profiles are regularly checked to minimise risk of loss of personal information.

The *school's* use of social media for professional purposes will be checked regularly by the head teacher and e-safety committee to ensure compliance with the social media, Data Protection, Communications, Digital Image and Video Policies.

Unsuitable / inappropriate activities

The school believes that the activities referred to in the following section would be inappropriate in a school context and that users, as defined below, should not engage in these activities in school or outside school when using school equipment or systems. The school policy restricts usage as follows:

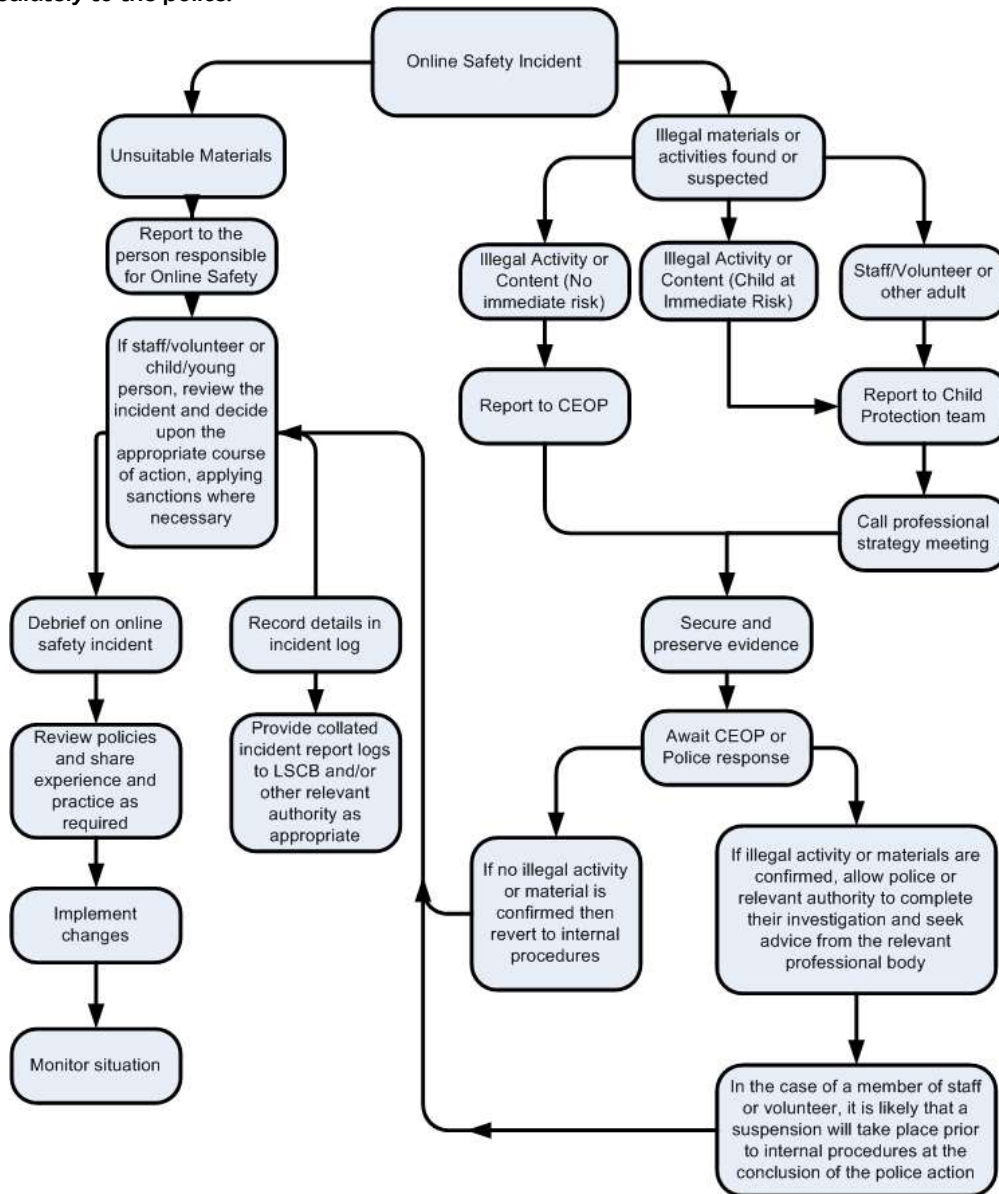
User Actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
Users shall not visit Internet sites, make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:	Child sexual abuse images –The making, production or distribution of indecent images of children. Contrary to The Protection of Children Act 1978					X
	Grooming, incitement, arrangement or facilitation of sexual acts against children Contrary to the Sexual Offences Act 2003.					X
	Possession of an extreme pornographic image (grossly offensive, disgusting or otherwise of an obscene character) Contrary to the Criminal Justice and Immigration Act 2008					X
	criminally racist material in UK – to stir up religious hatred (or hatred on the grounds of sexual orientation) - contrary to the Public Order Act 1986					X
	Pornography				X	
	promotion of any kind of discrimination				X	
	threatening behaviour, including promotion of physical violence or mental harm				X	
	any other information which may be offensive to colleagues or breaches the integrity of the ethos of the school or brings the school into disrepute				X	
Using school systems to run a private business					X	
Using systems, applications, websites or other mechanisms that bypass the filtering or other safeguards employed by the school / academy					X	
Infringing copyright					X	
Revealing or publicising confidential or proprietary information (eg financial / personal information, databases, computer / network access codes and passwords)					X	
Creating or propagating computer viruses or other harmful files					X	
Unfair usage (downloading / uploading large files that hinders others in their use of the internet)					X	
On-line gaming (educational)				X		
On-line gaming (non educational)					X	
On-line gambling					X	
On-line shopping / commerce				X		
File sharing				X		
Use of social media				X		
Use of messaging apps				X		
Use of video broadcasting eg Youtube				X	X	

Responding to incidents of misuse

This guidance is intended for use when staff need to manage incidents that involve the use of online services. It encourages a safe and secure approach to the management of the incident. Incidents might involve illegal or inappropriate activities (see “User Actions” above).

Illegal Incidents

If there is any suspicion that the web site(s) concerned may contain child abuse images, or if there is any other suspected illegal activity, refer to the right hand side of the Flowchart (below and appendix) for responding to online safety incidents and report immediately to the police.



Other Incidents

It is hoped that all members of the school community will be responsible users of digital technologies, who understand and follow school policy. However, there may be times when infringements of the policy could take place, through careless or irresponsible or, very rarely, through deliberate misuse.

In the event of suspicion, all steps in this procedure should be followed:

- Have more than one senior member of staff / volunteer involved in this process. This is vital to protect individuals if accusations are subsequently reported.
- Conduct the procedure using a designated computer that will not be used by young people and if necessary, can be taken off site by the police should the need arise. Use the same computer for the duration of the procedure.
- It is important to ensure that the relevant staff should have appropriate internet access to conduct the procedure, but also that the sites and content visited are closely monitored and recorded (to provide further protection).
- Record the url of any site containing the alleged misuse and describe the nature of the content causing concern. It may also be necessary to record and store screenshots of the content on the machine being used for investigation. These may be printed, signed and attached to the form (except in the case of images of child sexual abuse – see below)

- Once this has been completed and fully investigated the group will need to judge whether this concern has substance or not. If it does then appropriate action will be required and could include the following:
- Internal response or discipline procedures
- Involvement by Local Authority or national / local organisation (as relevant).
- Police involvement and/or action
- If content being reviewed includes images of Child abuse, then the monitoring should be halted and referred to the Police immediately. Other instances to report to the police would include:
 - incidents of 'grooming' behaviour
 - the sending of obscene materials to a child
 - adult material which potentially breaches the Obscene Publications Act
 - criminally racist material
 - other criminal conduct, activity or materials
- Isolate the computer in question as best you can. Any change to its state may hinder a later police investigation.

It is important that all of the above steps are taken as they will provide an evidence trail for the school and possibly the police and demonstrate that visits to these sites were carried out for child protection purposes. The completed form should be retained by the group for evidence and reference purposes.

School Actions & Sanctions

It is more likely that the school will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through normal behaviour / disciplinary procedures as follows:

Incidents:	Inform Safeguarding Unit	Refer to Phase Leader	Refer to Headteacher /	Refer to Police	Refer to technical support staff for action re filtering / security etc	Inform parents / carers	Removal of network / internet access rights	Consider Management instruction/warning processes	Further sanction eg detention / exclusion
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable / inappropriate activities).	X		X	X		X			
Unauthorised use of non-educational sites during lessons		X				X		X	
Unauthorised use of mobile phone / digital camera / other mobile device			X			X		X	
Unauthorised use of social media / messaging apps / personal email			X		X	X		X	
Unauthorised downloading or uploading of files			X		X	X		X	
Allowing others to access school network by sharing username and passwords			X		X	X		X	
Attempting to access or accessing the school / network, using another student's / pupil's account		X			X	X		X	
Attempting to access or accessing the school / academy network, using the account of a member of staff			X		X	X		X	X
Corrupting or destroying the data of other users			X			X		X	
Sending an email, text or message that is regarded as offensive, harassment or of a bullying nature			X			X		X	
Continued infringements of the above, following previous warnings or sanctions			X			X	X		
Actions which could bring the school into disrepute or breach the integrity of the ethos of the school			X			X		X	X
Using proxy sites or other means to subvert the school's / filtering system	X		X	X		X		X	X
Accidentally accessing offensive or pornographic material and failing to report the incident			X		X	X		X	
Deliberately accessing or trying to access offensive or pornographic material	X		X	X	X		X	X	X
Receipt or transmission of material that infringes the copyright of another person or infringes the Data Protection Act/GDPR			X		X	X	X	X	X

Year	Be Sharp	Be Alert	Be Secure	Be Kind	Be Brave
<p>3</p> <p>Google Internet Legends</p>	<p>Activity 1: Is it ok to share? See page 9 and 53 in PDF</p> <p>Activity 2: Keeping it private See page 13 and 54 in PDF</p> <p>Activity 3: Interland: Mindful Mountain</p>	<p>Activity 1: Don't bite that phishing hook! See pages 18-21 and 54 in PDF</p> <p>Activity 2: Interland: Reality River</p> <p>See page 27 in PDF</p>	<p>Use baseline activity page 57 as guidance.</p> <p>Activity 1: How to build a strong password See pages 31-33 and 58 in PDF</p> <p>Activity 2: Taking care of yourself and others See page 36 and 59 in PDF</p> <p>Activity 3: Interland: Tower of Treasures</p> <p>See page 37 for discussion prompts</p>	<p>Could use 'Be a kindness superhero' on page 59.</p> <p>Activity 1: How can I stand up to others? See pages 41-42 and 60 in PDF</p> <p>Activity 2: Reacting to role-models See page 46 and 60 in PDF</p> <p>Activity 3: Interland: Kind Kingdom</p> <p>See page 47 for discussion prompt</p>	<p>Recap on the four pillars looked at over the first two terms. The last pillar is 'Be Brave' – what might this mean in the context of our lessons? How can you be brave with your online activity?</p>
<p>4</p> <p>SWGFL</p>	<p>Year 4 – Rings of Responsibility lesson</p>	<p>Year 4 – The Key to Key Words</p>	<p>Year 4 – Private and Personal Information</p>	<p>Year 4 – The Power of Words</p>	<p>Recap on the four pillars looked at over the first two terms. The last pillar is 'Be Brave' – what might this mean in the context of our lessons? How can you be brave with your online activity?</p>
<p>5</p> <p>Google Internet Legends</p>	<p>Use baseline activity on page 62 of PDF.</p> <p>Activity 1: Whose profile is this anyway? See pages 10/11 and 63 in PDF</p> <p>Activity 2: How do others see us? See page 12 and 63 in PDF</p> <p>Activity 3: Interland: Mindful Mountain</p> <p>See page 14 in PDF</p> <p>Followed by discussion – question prompts within PDF</p>	<p>Use baseline activity on page 65 as prompt for discussion.</p> <p>Activity 1: Don't bite that phishing hook! See pages 18-21 and 66 in PDF</p> <p>Activity 2: Who are you, really? See pages 22-26 and 66 in PDF</p> <p>Activity 3: Interland: Reality River</p> <p>See page 27 in PDF</p> <p>Followed by discussion – question prompts within PDF</p>	<p>Activity 1: How secure is my password? Use website https://howsecureismypassword.net/</p> <p>Start with an easy word/phrase and develop using upper/lowers/numbers/characters to see what the strongest password they can create is.</p> <p>Activity 2: Shh...Keep it to yourself! We can't actually demonstrate this but the concept of privacy settings, 2-step verification can be discussed using info on page 34 and 70 in PDF</p> <p>Activity 3: Interland: Tower of Treasures</p> <p>See page 37 for discussion prompts</p>	<p>Use baseline activity page 72 as guidance.</p> <p>Activity 1: Turning negative info positive See pages 43-44 and 73 in PDF</p> <p>Activity 2: Mixed messages See page 45 and 73 in PDF</p> <p>Activity 3: Interland: Kind Kingdom</p> <p>See page 47 for discussion prompts</p>	<p>Recap on the four pillars looked at over the first two terms. The last pillar is 'Be Brave' – what might this mean in the context of our lessons? How can you be brave with your online activity?</p>
<p>6</p> <p>SWGFL</p>	<p>Year 6 – Talking Safely Online</p>	<p>Year 5 – Picture Perfect</p>	<p>Year 6 – Privacy Rules</p>	<p>Year 6 – What's cyberbullying?</p>	<p>Recap on the four pillars looked at over the first two terms. The last pillar is 'Be Brave' – what might this mean in the context of our lessons? How can you be brave with your online activity?</p>

Garswood Pupil requirements for Internet use KS1:

Garswood Online Safety Agreement

I will...

KS1 - In order to use the Laptops, Desktops, iPads. I must agree to the following statements:

- 1 use the log ins my teacher gave me
- 2 not use other people's SeeSaw and Teams accounts
- 3 only use Google when a teacher is with me
- 4 not send messages to just one person on Teams, SeeSaw or email.
- 5 not put photos of my friends or information about them on the Internet
- 6 tell my teacher if I see **smoothwall** on my computer.
- 7 not meet anyone I don't know from the Internet or tell them where I live.
- 8 not search for things that are not nice or not kind.
- 9 tell my teacher if I see something that makes me feel uncomfortable
- 10 not buy things on the computer in school.
- 11 not do things on the school computers that are against the law.
- 12 not bring things into school that can be put in a computer.
- 13 not send messages that are unkind or pretend they are not from me.
- 14 understand that my teachers could check my computer for things I have saved.
- 15 remember I am lucky to have computers in school and need to treat them safely.



What could happen if I break the rules:

- I would not be allowed to use the Internet in school.
- My family could be phoned.
- People in authority like the police could be phoned.
- My teacher could come up with their own consequences.



Garswood Pupil requirements for Internet use KS2:

Garswood Online Safety Agreement

I will...

In order to use the Laptops, Desktops, iPads.
I must agree to the following statements:

- only access the computers and various applications with my own login and password, which I will keep secret. (Unless instructed by my teacher)
- not access other people's files, SeeSaw accounts or Teams log ins and damage their work.
- use the Internet when supervised with permission and only for activities and work approved by a member of staff.
- only Email people my teacher has approved, and not use the Internet, SeeSaw or Teams for personal or private messages.
- respect the privacy of others. I will not publish their names, addresses, phone numbers or photographs
- report a ~~Smoothwall~~ notification to a member of staff immediately and inform them of what I was inputting.
- not give my home address or telephone number, or arrange to meet someone, through the Internet
- not try to find or use unacceptable material from the Internet and not use work from the Internet as if it was my own
- report any unkind messages. I understand this report might be shared with responsible adults and would help protect pupils & myself
- not use school computers or iPads to subscribe to purchase any apps, or buy things off the Internet.
- not take part in any activity which goes against school rules or government legislation such as downloading online software.
- not bring in CD's, USBs or any electronic data from outside school unless I have been given permission
- not send unsuitable email messages. The messages I send will be polite, responsible and only signed in my name and not be anonymous.
- understand that the school may check my computer files and folders and may monitor the sites I visit e.g. SeeSaw and Teams.
- remember that access is a privilege, not a right and that access requires responsibility.

Sanctions = A breach of this may lead to these consequences:

- A temporary or permanent ban on Internet use.
- Pupils' parents being contacted.
- Other external agencies being contacted.
- Other actions may be added in line with Garswood's behaviour policy.



Alert parents if suspicious or alarming online activity.



Password protect social media apps and use privacy settings



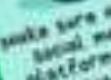
I will not post or send inappropriate photos



You agree I can be online between ...



Make sure all my social media platforms are private



Do not talk strangers



Be careful what I share online



I will not use the internet or social media to bully another person

Garswood Curriculum Map coverage 2024-25 – Online Safety:

Education for a connected world - Strand Key

PSHE Curriculum map links

- Self-image and identity (S)

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.

- Online relationships (F)

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

- Online reputation (R)

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.

- Online bullying (B)

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 (I)

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

- Health, well-being and lifestyle (H)

This strand 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.

- Privacy and security (P)

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.

- Copyright and ownership (C)

This strand 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.

EYFS Resource folder

EYFS Starters



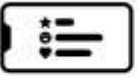

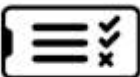





EYFS - EfaCW statements	Lesson Statement	Lesson outline
<p>ES1 - I can recognise that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p>	<p>I can say what make me upset</p>	<ol style="list-style-type: none"> 1. NSPCC - Pants rule with pantosaurus 2. Emotions
<p>EF1 - I can recognise some ways in which the internet can be used to communicate (with adult supervision). EF2 - I can give examples of how I (might) use technology to communicate with people I know (under adult supervision).</p>	<p>I can talk about using technology</p>	<ol style="list-style-type: none"> 1. HTML Heroes - What is the Internet? on Vimeo 2. Devices we use
<p>EI1 - I can talk about how to use the internet as a way of finding information online. EI2 - I can identify devices I could use to access information on the internet.</p>	<p>I can find information online</p>	<ol style="list-style-type: none"> 1. BBC Bitesize - What is the internet? 2. let's search it
<p>EP1 - I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). EP2 - I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>	<p>I can keep myself safe online</p>	<ol style="list-style-type: none"> 1. How Little Red Riding Hood shared too much private information. 2. Trusted adults
<p>EC1 - I know that work I create belongs to me. EC2 - I can name my work so that others know it belongs to me.</p>	<p>I can name my work</p>	<ol style="list-style-type: none"> 1. Naming

KS1	Using Technology (IT)	Algorithms (IT)	Uses of IT beyond School (IT)	Create Programs (CS)	Safe Use (DL)	Reasoning (IT)
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Year 1 – Online safety links to EfacW and PSHE

Autumn		Spring		Summer	
1	2	1	2	1	2
<u>Mouse, keyboard and images</u> Technology around us	<u>Can you spot a pattern?</u> Digital Painting	<u>What is an Algorithm?</u> Moving a Robot	<u>Music for Lovelace and Turing</u> Making Music	<u>Decisions, decisions</u> Grouping data	<u>Completing online labels</u> Digital Writing
<ul style="list-style-type: none"> Self-image and identity (S) Online relationships (F) Online reputation (R) 		<ul style="list-style-type: none"> Online bullying (B) Managing online information (I) Health, well-being, lifestyle (H) 		<ul style="list-style-type: none"> Privacy and security (P) Copyright & ownership (C) 	


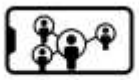
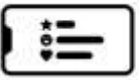

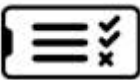



Year 1 Resource folder	Year 1 Starters		
 Self-Image and Identity	 Online Relationships	 Online Reputation	 Online Bullying
 Managing Online Information	 Health, Well-being and Lifestyle	 Privacy and Security	 Copyright and Ownership
EfaCW statements	Lesson Statement <i>PSHE Curric links</i>	Lesson outline	
1H1 - I can explain rules to keep myself safe when using technology both in and beyond the home.	I can use simple rules to stay safe online.	Safer journeys anthem on Vimeo 1. Smartie the Penguin 'H1 Rules'	
1I2 - I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. 1I3 - I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.	I can flag anything upsetting.	CEOP - Jessie & friends - Episode 2 - Sharing Pictures 1. 'S2 trust draw'	
1P2 - I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). 1P3 - I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. 1R2 - I can describe what information I should not put online without asking a trusted adult first.	I can recognise my private information. <i>How to respond safely to adults they don't know and the importance of keeping on asking for support until they are heard</i>	1. 'P1 PPP' CSE - Private and Personal Information - YouTube 2. 'P8 PPP'	
1R1 - I can recognise that information can stay online and could be copied. 1R2 - I can describe what information I should not put online without asking a trusted adult first.	I know how to stay safe online.	Project Evolve Information time travel 1. BBC home page	
1S1 - I can recognise that there may be people online who could make me feel sad, embarrassed or upset. 1S2 - 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 and how they can help.	I can flag anything upsetting.	CEOP - Lee and Kim - Animal Magic 'S1 Wrong and right V2'	

<p>1F1 - I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>1F2 - I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p> <p>1F3 - I can explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p>1B1 - I can describe how to behave online in ways that do not upset others and can give examples.</p>	<p>I know to be kind online.</p> <p><i>To tell a trusted adult if family make us unhappy or worried</i></p>	<p>1. 'F1 Networking' CEOP - Hector's World - Episode 6 - You're Not Alone - YouTube</p> <p>2. 'B1 Behaviour share'</p> <p>3. 'B2 Yr1 – Choose a side' H/W – Family connections</p>
<p>1C1 - I can explain why work I create using technology belongs to me</p> <p>1C2 - I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it')</p> <p>1C3 - I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content).</p> <p>1C4 - I understand that work created by others does not belong to me even if I save a copy.</p>	<p>I can explain my work belongs to me</p> <p><i>Who can help them in different places and situations.</i></p>	<p>1. Muddle up Project Evolve - Whose is this?</p>
<p>1I1 - I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching).</p>	<p>I can search for information.</p>	<p>Using Keywords - YouTube</p> <p>1. 'I1 Keywords'</p>
<p>1P1 - I can explain that passwords are used to protect information, accounts and devices.</p>	<p>I can protect my devices.</p> <p><i>What to do if they feel unsafe or worried for themselves or others</i></p>	<p>'P2 Password'</p> <p>'Pg Good word'</p>
<p>1F4 - I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>		<p>Project Evolve - Who finds that funny or sad?</p>

KS1	Using Technology (IT)	Algorithms (IT)	Uses of IT beyond School (IT)	Create Programs (CS)	Safe Use (DL)	Reasoning (IT)
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Year 2 – Online safety links to EfacW and PSHE

Autumn		Spring		Summer	
1	2	1	2	1	2
Animation Intro to animations	Pictograms Pictograms	Creating an online ebook Digital Photography	Scratch Jr. Robot Algorithms	Wonders of the Digital World Intro to quizzes	Tim Berners Lee Technology IT around us
<ul style="list-style-type: none"> • Self-image and identity (S) • Privacy and security (P) • Online bullying (B) 		<ul style="list-style-type: none"> • Online relationships (F) • Health, well-being and lifestyle (H) 		<ul style="list-style-type: none"> • Online reputation (R) • Managing online information (I) • Copyright & ownership (C) 	

Year 2 Resource folder		Year 2 Starters			
 Self-Image and Identity	 Online Relationships	 Online Reputation	 Online Bullying		
 Managing Online Information	 Health, Well-being and Lifestyle	 Privacy and Security	 Copyright and Ownership		
EfaCW statements	Lesson Statement <i>PSHE Curric links</i>	Lesson outline			



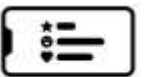
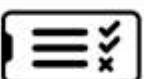



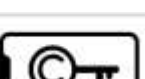
<p>2S1 - I can explain how other people may look and act differently online and offline.</p> <p>2S2 - I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p>	<p>I know people might act different online.</p> <p><i>How to resolve arguments that can occur in friendships</i></p>	<ol style="list-style-type: none"> 1. Childnet the SMART crew - Chapter 4 - TELL - YouTube 2. 'S3 When to be' 3. 'S11 Examples' 3. 'S9 Compliments'
<p>2R1 - I can explain how information put online about someone can last for a long time.</p> <p>2R3 - I know who to talk to if something has been put online without consent or if it is incorrect</p> <p>2P2 - I can explain and give examples of what is meant by 'private' and 'keeping things private'</p> <p>2F2 - I can explain who I should ask before sharing things about myself or others online.</p>	<p>I know some information should not be shared.</p> <p><i>How not everything they see online is true or trustworthy and that people can pretend to be someone they are not</i></p> <p><i>How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</i></p>	<ol style="list-style-type: none"> 1. CSM - Follow the Digital Trail - YouTube 2. 'R2 Game sign up' 3. 'R3 Who to tell'
<p>2B1 - I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>2B2 - I can explain why anyone who experiences bullying is not to blame.</p> <p>2B3 - I can talk about how anyone experiencing bullying can get help.</p>	<p>I understand the impact of bullying.</p> <p><i>How to report bullying or other hurtful behaviour, including online</i></p>	<ol style="list-style-type: none"> 1. 'B3 – Stop or bullying' 2. Make cyberspace a better place - Katie - Cybersafety - YouTube 3. Online Safety Charter
<p>2F1 - I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).</p> <p>2F3 - I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p> <p>2F6 - I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>2F7 - I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p>	<p>I can use the internet to communicate</p> <p><i>How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</i></p>	<ol style="list-style-type: none"> 1. CSM - My Online Neighborhood - YouTube 2. 'F7 Permission' 3. Garfield's Cyber Safety Adventure <p><i>h/w – Penpals</i></p>
<p>2H1 - I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</p> <p>2H2 - I can say how those rules / guides can help anyone accessing online technologies.</p> <p>2F4 - I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p>	<p>I can explain simple rules for being online</p> <p><i>How people use the internet and digital devices in their jobs and everyday life</i></p>	<ol style="list-style-type: none"> 1. CEOP - Hector's World - Episode 6 - You're Not Alone - YouTube 2. 'H2 Sorting rules'
<p>2I1 - I can use simple keywords in search engines.</p> <p>2I2 - 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>2I3 - I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p>	<p>I know to use keywords in searches</p>	<ol style="list-style-type: none"> 1. https://www.bbc.com/bitesize/articles/ztbjq6f 2. Barefoot - selecting- search-activity
<p>2I4 - I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>2I5 - I can explain why some information I find online may not be real or true.</p>	<p>I know the difference between real and imaginary</p>	<ol style="list-style-type: none"> 1. 'I3 True or imaginary' 2. <i>Use your imagination</i> 3. 'I10 picture prompts'

<p>2R2 - I can describe how anyone's online information could be seen by others.</p> <p>2P3 - I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>2P1 – I can explain how passwords can be used to protect information, accounts and devices.</p> <p>2F5 - I can identify who can help me if something happens online without my consent.</p>	<p>I know how to keep my information safe</p> <p><i>That there are different ways to learn and play; how to know when to take a break from screen-time</i></p>	<ol style="list-style-type: none"> 1. CEOP - Hector's world - Episode 4 The info Gang 2. Project Evolve – Making choices 3. 'P10 Password'
<p>2P4 - I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</p>	<p>I can explain devices in my home can be connected to the internet.</p>	<ol style="list-style-type: none"> 1. Victorian classrooms 2. Project Evolve – Connected Homes 3. Internet of things 4. 'P6 Design'
<p>2C1 - I can recognise that content on the internet may belong to other people.</p> <p>2C2 - I can describe why other people's work belongs to them</p>	<p>I can explain copyright and fair use</p>	<ol style="list-style-type: none"> 1. Project Evolve – Guess the file! 2. YouTube Copyright School

KS2	Create programs (IT)	Develop programs (CS)	Reasoning (IT)	Networks (CS)	Search engines (IT)	Using programs (IT)	Safe use (DL)
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Year 3 – Online safety links to EfacW and PSHE

Autumn		Spring		Summer	
1	2	1	2	1	2
Solving Steve Jobs Problem Connecting computers	Gaming online Friends & Privacy Branching Databases	Perfect poetry Desktop publishing	Digital art and music creation Sequence in music	Scratch Tunes Events and actions	Lecture – Comic Creations Animation
<ul style="list-style-type: none"> • Self-image and identity (S) • Online reputation (R) • Online bullying (B) 		<ul style="list-style-type: none"> • Online relationships (F) • Privacy and security (P) 		<ul style="list-style-type: none"> • Managing online information (I) • Health, well-being, lifestyle (H) • Copyright & ownership (C) 	

Year 3 Resource folder	Year 3 Starters	
 Self-Image and Identity	 Online Relationships	 Online Reputation
 Managing Online Information	 Health, Well-being and Lifestyle	 Privacy and Security
 Online Bullying	 Copyright and Ownership	
EfaCW statements	Lesson Statement <i>PSHE Curric links</i>	Lesson outline
<p>3S1 - I can explain what is meant by the term 'identity'.</p> <p>3S2 - I can explain how people can represent themselves in different ways online.</p> <p>3S3 - I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p>	<p>I can explain my 'identity'</p> <p><i>How to recognise if others are feeling lonely and excluded and strategies to include them</i></p>	<p>Same but different</p> <p>True or false</p> <p>'S4 Different Faces'</p>

<p>3P2 - I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.</p> <p>3F3 - I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>3F5 - I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>3R2 - I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.</p>	<p>I know why I should be careful who I trust</p> <p><i>We can ask for help from a trusted adult if we feel unhappy, unsafe or uncomfortable in a friendship.</i></p>	<p>CEOP - Play Like Share - Episode 1 'F4 What to do'</p>
<p>3R3 - I can explain who someone can ask if they are unsure about putting something online.</p> <p>3B1 - I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>3B2 - I can give examples of how bullying behaviour could appear online and how someone can get support.</p>	<p>I can explain what bullying is</p> <p><i>How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</i></p>	<p>Garfield's Cyber Safety Adventures: Cyberbullying 'B6 Remember or ignore' 'B5 Preventing Mindstorm'</p>
<p>3I1 - I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>3I2 - I can explain what autocomplete is and how to choose the best suggestion.</p> <p>3I3 - I can explain how the internet can be used to sell and buy things.</p> <p>3I6 - I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</p>	<p>I can explain using key phrases to search</p>	<p>Code.org - The Internet: How Search Works '17 Searching sponsor' '112 Complete the question'</p>
<p>3C1 - I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p>	<p>I can explain ownership of work</p>	<p>'C1 Fake Brands' YouTube Copyright School 'C3 Copyrighting'</p>
<p>3I4 - I can explain the difference between a 'belief', an 'opinion' and a 'fact'. And can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p> <p>3I5 - I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p>	<p>I can judge a 'belief', an 'opinion' or a 'fact'.</p>	<p>'14 Fob'</p>
<p>3F1 - I can describe ways people who have similar likes and interests can get together online.</p> <p>3F2 - I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>3F6 - I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</p> <p>3R1 - I can explain how to search for information about others online.</p>	<p>I can describe ways people communicate online.</p> <p><i>How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</i></p>	<p>Project Evolve Know or no 'F2 Grouping' Childnet - The SMART crew - Episode 4 - Tell Project Evolve - Caring about sharing</p>
<p>3F2 - I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>3F3 - I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p>	<p>I can explain online life and real life.</p>	<p>CEOP - Lee and Kim - Animal Magic 'F3 Trust' 'R5 Who to tell'</p>
<p>3H1 - I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships;</p> <p>3H2 - I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).</p>	<p>I understand the balance needed with using devices.</p> <p><i>How lack of sleep can affect the body and mood and simple routines that support good quality sleep</i></p>	<p>'H4 Health circle' Project Evolve - Age and Consent</p>
<p>3P3 - I can describe how connected devices can collect and share anyone's information with others.</p> <p>3P1 - I can describe simple strategies for creating and keeping passwords private.</p>	<p>I can describe how information can be collected by devices.</p>	<p>https://cybermap.kaspersky.com/ The Internet: Cybersecurity & Crime What is a Cookie? 'P3 Security'</p>

<p>3F4 - I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>3H2 - I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p>	I can explain why passwords are important.	Project Evolve - Password generation and security 'R4 Game sign up'
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KS2	Create programs (IT)	Develop programs (CS)	Reasoning (IT)	Networks (CS)	Search engines (IT)	Using programs (IT)	Safe use (DL)
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Year 4 – Online safety links to EfacW and PSHE					
Autumn		Spring		Summer	
1	2	1	2	1	2
Animated Food Chain Photo editing	TED talks The Internet	Passwords and E safety Experts Audio editing	Mindset of Minecraft 3D design Repetition in Shapes	Rising to Bill Gates Challenge (Scratch) Repetition in games	Choose your Team Data Logging
<ul style="list-style-type: none"> • Self-image and identity (S) • Online relationships (F) • Online bullying (B) 		<ul style="list-style-type: none"> • Online reputation (R) • Managing online information (I) 		<ul style="list-style-type: none"> • Health, well-being, lifestyle (H) • Privacy and security (P) • Copyright & ownership (C) 	

Year 4 Resource folder		Year 4 Starters	

EfaCW statements	Lesson Statement <i>PSHE Curric links</i>	Lesson outline
<p>4S1 - I can explain how my online identity can be different to my offline identity.</p> <p>4S2 - I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>4S3 - I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p> <p>4I6 - I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p>	<p>I can explain online identities can be different to offline identities</p> <p><i>When we are online our behaviour shouldn't change</i></p> <p><i>We should show respect and be respected</i></p> <p><i>We all have a right to privacy</i></p> <p><i>Which secrets we keep and which we should tell to a trusted adult</i></p> <p><i>How to access advice and support to help manage their own or others' feelings</i></p>	<p>Little Red Riding Hood</p> <p>'S5 When to be'</p> <p>What is fake news? Tips For Spotting Them</p>





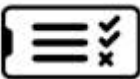



<p>4R1 - I can describe how to find out information about others by searching online.</p> <p>4R2 - I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p> <p>4P3 - I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.</p>	<p>I can describe how information about me can be found online.</p> <p><i>How to report concerns, including about inappropriate online content and contact</i></p> <p><i>That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</i></p>	<p>What is a Cookie?</p> <p>'R6 Changing faces'</p> <p>Code.org - Internet Search</p> <p>Three truths</p>
<p>4I1 - I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p> <p>4I4 - I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>4F3 - I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p> <p>4I2 - I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p>	<p>I can judge a 'belief', an 'opinion' or a 'fact'.</p> <p><i>How people's behaviour affects themselves and others, including online</i></p> <p><i>To know that they don't have to do things because someone tells them to</i></p>	<p>Novel Science - how does google work</p> <p>'I5 Fact sort'</p>
<p>4F1 - I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</p> <p>4F2 - I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>4P4 - I know what the digital age of consent is and the impact this has on online services asking for consent.</p>	<p>I can describe strategies to stay safe</p> <p><i>About the right to privacy and how to recognise when a confidence or secret should be kept</i></p>	<p>CSE - Pause & Think Online</p> <p>'F5 What to do'</p> <p>'S6 Compliments'</p>
<p>4B1 - I can recognise when someone is upset, hurt or angry online.</p> <p>4B2 - I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>4B3 - I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>	<p>I can describe ways online bullying can occur</p> <p><i>The rights that children have and why it is important to protect these</i></p> <p><i>How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</i></p>	<p>'B9 Screen read'</p> <p>'B8 Impact'</p> <p>'B7 Feelings'</p>
<p>4I5 - I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.</p>	<p>I can explain Artificial intelligence</p>	<p>The animated guide to artificial intelligence</p> <p>Mitsuku</p> <p>Tesla self-drive</p> <p>AI activity</p>
<p>4I3 - I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p>	<p>I know the dangers of app purchases</p>	<p>Project Evolve - Lingo Bingo</p>
<p>4P1 - I can describe strategies for keeping personal information private, depending on context.</p> <p>4P2 - I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p>	<p>I can explain the importance of a strong password.</p> <p><i>To know how to stay safe online and the impact their actions may have on their life and others.</i></p> <p><i>To speak to a trusted adult about worries they see online</i></p> <p><i>To understand laws and what happens if we break them.</i></p>	<p>Kaspersky Cyber Map</p> <p>Project Evolve – Are you a privacy pro?</p> <p>CEOP - Play Like Share - Episode 2</p> <p>Project Evolve – What can you learn?</p> <p>'P2 Password'</p>
<p>4C1 - 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 reuse it.</p> <p>4C2 - I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>	<p>I consider copyright when searching online</p>	<p>Common Sense Media - Copyright and Fair Use Animation</p> <p>Barefoot Computing – Do the right thing</p>

<p>4H1 - I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>4H2 - i can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</p>	<p>I am aware of screen addiction</p> <p><i>How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</i></p> <p><i>How people's online actions can impact on other people</i></p> <p><i>How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</i></p>	<p>I'm Addicted To Video Games And Can't Control Myself</p> <p>'H5 Impact or not' Internet Matters</p>
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KS2	Create programs (IT)	Develop programs (CS)	Reasoning (IT)	Networks (CS)	Search engines (IT)	Using programs (IT)	Safe use (DL)
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Year 5 – Online safety links to EfacW and PSHE

Autumn		Spring		Summer	
1	2	1	2	1	2
Art Kano Creations <small>Selection in quizzes</small>	Networks and inputs <small>Physical computing</small>	CBeebies ebook Challenge <small>Video editing</small>	Tour of America (Data analysis) <small>Flat file Databases</small>	Preparing for the Planets <small>Physical Devices</small>	Cyber Bullying and Reporting <small>Sharing information</small>
<ul style="list-style-type: none"> • Self-image and identity (S) • Online relationships (F) • Privacy and security (P) 		<ul style="list-style-type: none"> • Health, well-being, lifestyle (H) • Copyright & ownership (C) • Online bullying (B) 		<ul style="list-style-type: none"> • Online reputation (R) • Managing online information (I) 	





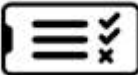



Year 5 Resource folder		Year 5 Starters	
 Self-Image and Identity	 Online Relationships	 Online Reputation	 Online Bullying
 Managing Online Information	 Health, Well-being and Lifestyle	 Privacy and Security	 Copyright and Ownership
EfaCW statements		Lesson Statement <i>PSHE Curric links</i>	Lesson outline
<p>5S1 - I can explain how identity online can be copied, modified or altered.</p> <p>5S2 - I can demonstrate how to make responsible choices about having an online identity, depending on context.</p> <p>5P1 - I can explain what a strong password is and demonstrate how to create one.</p>		I can explain identities online can be fake.	Think before you accept UNICEF 'S8 Profile changes' CEOP - Jigsaw
<p>5F2 - I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.</p> <p>5F4 - I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>5F5 - I can demonstrate how to support others (including those who are having difficulties) online.</p>		I understand communities can have negative people.	CSE – Power of Words 'F7 Communities'
<p>5F3 - I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).</p> <p>5F1 - I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).</p>		I can make positive contributions to communities.	Virtual Communities Animals

<p>5B1 - I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p> <p>5B3 - I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>5B4 - I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</p> <p>5B5 - I can explain how to block abusive users.</p>	<p>I know how to get help online</p> <p><i>How to respond if a friendship is making them feel worried, unsafe or uncomfortable</i></p> <p><i>How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</i></p>	<p>MySelfie - Cyberbullying</p> <p>Cyberbullying advice</p> <p>Cyber bullying resources</p>
<p>5B2 - I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p> <p>5B6 - I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p>	<p>I know how to report anything that worries me</p>	<p>'Protect Yourself Rules - Cyber Bullying</p> <p>'B13 Websearch'</p>
<p>5H1 - I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</p> <p>5H2 - I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</p> <p>5H3 - I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</p>	<p>I understand using technology needs balance.</p> <p><i>How friends and family communicate together; how the internet and social media can be used positively</i></p> <p><i>How knowing someone online differs from knowing someone face-to-face</i></p>	<p>How Is Your Phone Changing You?</p> <p>'H7 discussion V2'</p> <p>Gonoodle Flow</p> <p>Wii Fit</p>
<p>5P2 - I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>5P3 - I can explain what app permissions are and can give some examples</p> <p>5H4 - I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p>	<p>I can explain how apps share my information</p> <p><i>About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</i></p>	<p>'P4 Game Sign In'</p> <p>Project Evolve - Permission Mission</p>
<p>5C1 - I can assess and justify when it is acceptable to use the work of others.</p> <p>5C2 - I can give examples of content that is permitted to be reused and know how this content can be found online.</p>	<p>I can explain when to use references</p> <p><i>To know how to use the internet to communicate positively with family and friends</i></p> <p><i>Online friendships can be dangerous</i></p> <p><i>To know how to share safely online</i></p> <p><i>To seek help from a trusted adult if they are worried about something online</i></p>	<p>Project Evolve – Being fair with content</p> <p>Citations for Beginners</p> <p>Understanding Copyright</p> <p>Fair dealing</p> <p>When a county court hearing takes place in a court room</p>
<p>5I2 - I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</p> <p>5I3 - I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p>	<p>I can explain why some information online may not be true.</p> <p><i>To know when something is unsafe online</i></p> <p><i>To know what is age appropriate</i></p> <p><i>To seek a trusted adult if they see something inappropriate</i></p>	<p>CBC - Fake news</p> <p>Internet Matters - Find the fake</p> <p>S2 Would I lie</p> <p>Funmoods</p> <p>Phisherman Game</p>
<p>5I4 - I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p> <p>5I5 - I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.</p> <p>5I2 - I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</p>	<p>I can explain why some information online may not be true</p> <p><i>To seek help from a trusted adult if they are worried about themselves or someone they know or live with.</i></p>	<p>'I6 definitions'</p> <p>Living an InstaLie?</p>
<p>5R1 - I can search for information about an individual online and summarise the information found.</p> <p>5R2 - I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.</p> <p>5I1 - I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result.</p>	<p>I can describe ways that information online can be used to make judgments</p> <p><i>To know the dangers of social media – be careful what they share</i></p> <p><i>Media is subjective and must be read and shared carefully,</i></p> <p><i>To know what they see, read and hear is not always reliable.</i></p>	<p>Webwise - Lesson 4 - You've been framed</p> <p>'R7 picture post'</p> <p>Project Evolve – All that glistens</p> <p>Project Evolve – All it seems</p>

KS2	Create programs (IT)	Develop programs (CS)	Reasoning (IT)	Networks (CS)	Search engines (IT)	Using programs (IT)	Safe use (DL)
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Year 6 – Online safety links to EfacW and PSHE

Autumn		Spring		Summer	
1	2	1	2	1	2
Virtual Reality Spreadsheets	History and Binary Sensing	The Code Behind the Game (Web design) Webpage Creation	Communications, Emoji's, text talk and Phishing Communication	Programming with Python Variables in games	Image editing and presenting 3D creation
<ul style="list-style-type: none"> • Self-image and identity (S) • Online relationships (F) • Online reputation (R) 		<ul style="list-style-type: none"> • Online bullying (B) • Health, well-being, lifestyle (H) • Copyright & ownership (C) 		<ul style="list-style-type: none"> • Managing online information (I) 	

Year 6 Resource folder		Year 6 Starters	
 Self-Image and Identity	 Online Relationships	 Online Reputation	 Online Bullying
 Managing Online Information	 Health, Well-being and Lifestyle	 Privacy and Security	 Copyright and Ownership

EfaCW statements	Lesson Statement <i>PSHE Curric links</i>	Lesson outline
6S1 - I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. 6S2 - I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.	I can identify and reject inappropriate representations online. <i>To recognise unsafe or suspicious content online and what to do about it How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</i>	Gender equality Football players 'S12 Yr 6 Gender design' Ditch the label - do you feel ugly today?
6S2 - I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. 6S3 - I can explain the importance of asking until I get the help needed.	I can keep asking to get help when needed.	Online soon offline 'S10 Yr 6 Discussion' Living an InstaLie?
6F1 - I can explain how sharing something online may have an impact either positively or negatively. 6F2 - I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. 6B1 - I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. 6B2 - I can explain how someone would report online bullying in different contexts.	I understand my responsibilities online <i>How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions That not everything should be shared online or social media and that there are rules about this, including the distribution of images That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</i>	Webwise - What is cyber bullying? 'F11 Yr 6 Support' 'B11 Yr6 Evidence' Mindful messaging
6R1 - I can explain the ways in which anyone can develop a positive online reputation. 6R2 - I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	I can describe some ways that build a positive reputation	esafety office - cyber smart 'R8 Fair or unfair' 'R9 Likes or dislikes' A Social Life

<p>6H1 - I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p>	<p>I can explain the importance of self-regulating my use of technology <i>how and why to balance time spent online with other activities</i> <i>how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</i></p>	<p>Act Your Age 'H8 Age' '11 What to do?'</p>
<p>6P1 - I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). 6P2 - I can explain what to do if a password is shared, lost or stolen.</p>	<p>I can describe strategies for managing passwords</p>	<p>The Internet: Encryption & Public Keys How to use a password manager</p>
<p>6F2 - I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. 6F4 - I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>	<p>I can explain how impulsive communications cause problems</p>	<p>Do you really have a private life online? 'F9 Rude or reply' 'F10 Acts of law'</p>
<p>6I1 - I can explain how search engines work and how results are selected and ranked. 6I2 - I can explain how to use search technologies effectively. 6I3 - I can describe how some online information can be opinion and can offer examples. 6I4 - I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. 6I5 - I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).</p>	<p>I can apply strategies to evaluating digital content. <i>How text and images can be manipulated or invented; strategies to recognise this</i> <i>To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</i></p>	<p>Code.org - The Internet: How Search Works CBC - Fake news '19 Definitions' Project Evolve – News or Views</p>
<p>6P4 - I can describe simple ways to increase privacy on apps and services that provide privacy settings. 6P5 - I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). 6P6 - I know that online services have terms and conditions that govern their use. 6I6 - I understand the concept of persuasive design and how it can be used to influence peoples' choices.</p>	<p>I can describe ways apps and services can conflict privacy</p>	<p>Project Evolve – Scam Spotters Stay Safe from Phishing and Scams Hot on Your Trail: Privacy, Your Data, and Who Has Access to It</p>
<p>6H2 - I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. 6H3 - I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). 6H4 - I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p>	<p>I can explain the importance of self-regulating my use of technology</p>	<p>7 Signs You're Addicted To Social Media 'H6 Day planner' TEDED - The benefits of good posture</p>
<p>6C1 - I can demonstrate the use of search tools to find and access online content which can be reused by others 6C2 - I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>	<p>I can demonstrate how to make references</p>	<p>Project Evolve – Search, reuse, reference. 'C5 Match' Citations for Beginners</p>

<p>6F2 - I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p> <p>6F3 - I can describe how things shared privately online can have unintended consequences for others. e.g. screen grabs.</p> <p>6F4 - I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>	<p>I know the boundaries I should follow</p> <p><i>How to make decisions about the content they view online or in the media and know if it is appropriate for their age range</i></p> <p><i>How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</i></p>	<p>Project Evolve – Time to act</p> <p>Project Evolve – Online or offline</p>
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Coverage:

Yr	Autumn	Spring	Summer
R	<ul style="list-style-type: none"> • Privacy and security (P) • Copyright & ownership (C) 	<ul style="list-style-type: none"> • Self-image and identity (S) • Online relationships (F) • Online reputation (R) 	<ul style="list-style-type: none"> • Online bullying (B) • Managing online information (I). • Health, well-being, and lifestyle (H)
1	<ul style="list-style-type: none"> • Self-image and identity (S) • Online relationships (F) • Online reputation (R) 	<ul style="list-style-type: none"> • Online bullying (B) • Managing online information (I) • Health, well-being, and lifestyle (H) 	<ul style="list-style-type: none"> • Privacy and security (P) • Copyright & ownership (C)
2	<ul style="list-style-type: none"> • Self-image and identity (S) • Privacy and security (P) • Online bullying (B) 	<ul style="list-style-type: none"> • Online relationships (F) • Health, well-being, and lifestyle (H) 	<ul style="list-style-type: none"> • Online reputation (R) • Managing online information (I) • Copyright & ownership (C)
3	<ul style="list-style-type: none"> • Self-image and identity (S) • Online reputation (R) • Online bullying (B) 	<ul style="list-style-type: none"> • Online relationships (F) • Privacy and security (P) 	<ul style="list-style-type: none"> • Managing online information (I) • Health, well-being, and lifestyle (H) • Copyright & ownership (C)
4	<ul style="list-style-type: none"> • Self-image and identity (S) • Online relationships (F) • Online bullying (B) 	<ul style="list-style-type: none"> • Online reputation (R) • Managing online information (I) 	<ul style="list-style-type: none"> • Health, well-being, and lifestyle (H) • Privacy and security (P) • Copyright & ownership (C)
5	<ul style="list-style-type: none"> • Self-image and identity (S) • Online relationships (F) • Privacy and security (P) 	<ul style="list-style-type: none"> • Health, well-being, and lifestyle (H) • Copyright & ownership (C) • Online bullying (B) 	<ul style="list-style-type: none"> • Online reputation (R) • Managing online information (I)
6	<ul style="list-style-type: none"> • Self-image and identity (S) • Online relationships (F) • Online reputation (R) 	<ul style="list-style-type: none"> • Online bullying (B) • Health, well-being, and lifestyle (H) • Copyright & ownership (C) 	<ul style="list-style-type: none"> • Managing online information (I)