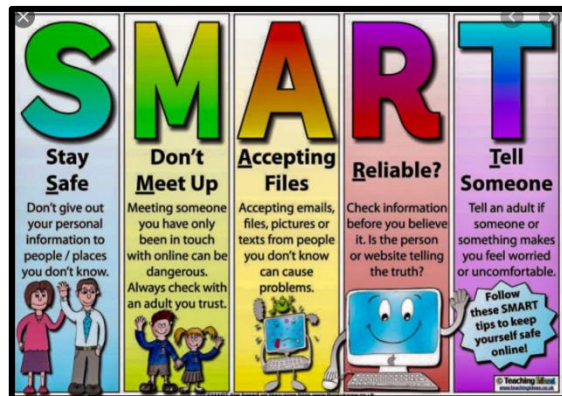




Digital Awareness Curriculum



You should cover at least one aspect of E-safety each half term. This may be a short series of lessons or just one lesson.

Key Themes



1. Self-image and Identity

These lessons are designed to help pupils explore their own digital lives, focusing on their online versus their offline identity. Pupils learn the benefits and risks of presenting themselves through different personas and the effects on their sense of self, their reputation, and their relationships. Shaping online identities and how media impacts on gender and stereotypes



2. Online Relationships

Pupils reflect on how they can use intrapersonal and interpersonal skills to build and strengthen positive online communication and communities. They delve into the concept of digital citizenship and digital ethics, and they reflect on their online interactions, relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.



3. Online reputation

Pupils learn to protect their own privacy and respect others' privacy. Our digital world is permanent, and with each post, pupils are building a digital footprint. By encouraging pupils to self-reflect before they self-reveal, they will consider how what they share online can impact themselves and others. Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles



4. Online Bullying

Pupils learn what to do if they are involved in a cyberbullying situation. They explore the roles people play and how individual actions – both negative and positive – can impact their friends and broader communities. Pupils are encouraged to take the active role of upstander and build positive, supportive online communities. Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation



5. Managing Information Online

Information literacy includes the ability to identify, find, evaluate, and use information effectively. From effective search strategies to evaluation techniques, pupils learn how to evaluate the quality, credibility, and validity of websites, and give proper credit. Strategies for effective searching, critical evaluation and ethical publishing



6. Health, Well-being & Lifestyle

Pupils explore how the Internet offers an amazing way to collaborate with others worldwide, while staying safe through employing strategies such as distinguishing between inappropriate contact and positive connections. These foundational skills are just the beginning! The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.



7. Privacy and Security

Pupils learn strategies for managing their online information and keeping it secure from online risks such as identity thieves and phishing. They learn how to create strong passwords, how to avoid scams and schemes, and how to analyse privacy policies. Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.



8. Ownership and Copyright

Living in a “copy/paste” culture, pupils need to reflect on their responsibilities and rights as creators in the online spaces where they consume, create, and share information. From addressing plagiarism to piracy, pupils learn about copyright and fair use. Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

National Curriculum Objectives- Computing.

EYFS – Understanding the World

Also look at the links at the end of this document.

[Twinkl](#) has a computing scheme for EYFS.

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

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

At West Kirby Primary School we are using **Project Evolve** to address the requirements of the E-safety element of the National Curriculum for Computing. The objectives for each area of E-Safety are set out on the document [Education for a Connected World](#).

The areas are:

- Self image & identity
- Online relationships
- Online reputation
- Online bullying
- Managing online information
- Health, well-being & lifestyle
- Privacy & security
- Copyright & ownership


The objectives start from aged 4-7, so cover EYFS and KS1. Then 7-11 for KS2. There are objectives in all areas for both key stages.


Year groups, topics, themes and description of learning challenges following Esafety Curriculum - Digital Literacy Strand - Project Evolve (SWGFL)



Cycle A

Cycle B

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Self-Image and Identity</p>  <p>Shaping online identities and how media impacts on gender and stereotypes</p>	<p>I can recognise when to say No- Please STOP or I'll TELL! to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p>	<p>I can recognise that there may be people online who could make me feel sad, embarrassed, or upset.</p>	<p>I can explain how other people may look and act differently online and offline.</p>	<p>I can explain what is meant by the term 'identity'</p>	<p>I can explain how my online identity can be different to my offline identity</p>	<p>I can demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and why it is important to challenge and reject inappropriate representations online.</p>
		<p>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p>	<p>I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened. I can give examples of how they might get help.</p>	<p>I can explain how people can represent themselves in different ways online.</p>	<p>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>I can explain how identity online can be copied, modified or altered.</p>	<p>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 off line.</p>
					<p>I can explain</p>	<p>I can explain that</p>	

				<p><u>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.</u></p>	<p><u>others online can pretend to be someone else, including my friends, and suggest reasons why they might do this.</u></p>		<p><u>importance of asking until I get the help needed.</u></p>
<p>Online Relationships</p>  <p>Relationships and behaviours that may lead to harm and how positive online interaction can</p>	<p><u>I can recognise some ways in which the internet can be used to communicate.</u></p>	<p><u>I can give examples of when I should ask permission to do something online and explain why this is important.</u></p>	<p><u>I can give examples of how someone might use technology to communicate with others they don't know offline and explain why this might be risky. (e.g. email, online gaming, a pen-al in another school/ country).</u></p>	<p><u>I can describe ways people who have similar likes and interests can get together online.</u></p>	<p><u>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming, platforms)</u></p>	<p><u>I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs)</u></p>	<p><u>I can explain how sharing something online may have an impact either positively or negatively</u></p>
	<p><u>I can give examples of how I (might) use technology to communicate with people I know.</u></p>	<p><u>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</u></p>	<p><u>I can explain who I should ask before sharing things about myself or others online.</u></p>	<p><u>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline</u></p>	<p><u>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours</u></p>	<p><u>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.</u></p>	<p><u>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.</u></p>
		<p><u>I can explain why it is important to be considerate and kind to people online and to</u></p>	<p><u>I can describe different ways to ask for, give, or deny my permission online</u></p>	<p><u>I can explain what is meant by 'trusting someone online', why this is different from</u></p>	<p><u>I can explain how content shared online may feel unimportant to one person but</u></p>	<p><u>I can describe some of the ways people may be involved in online communities and</u></p>	<p><u>I can describe how things shared privately online can have unintended</u></p>

empower and amplify voice.		<u>respect their choices.</u>	<u>and can identify who can help me if I am not sure.</u>	<u>'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.</u>	<u>may be important to other people's thoughts feelings and beliefs.</u>	<u>describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).</u>	<u>consequences for others. e.g. screen-grabs.</u>
		<u>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</u>	<u>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.</u>	<u>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</u>		<u>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</u>	<u>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.</u>
			<u>I can identify who can help me if something happens online without my consent.</u>	<u>I can explain how someone's feelings can be hurt by what is said or written online.</u>		<u>I can demonstrate how to support others (including those who are having difficulties) online.</u>	
			<u>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.</u>	<u>I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as</u>			

				<u>sharing offline</u> <u>e.g. sharing</u> <u>images and videos</u>			
			<u>I can explain why</u> <u>I should always</u> <u>ask a trusted</u> <u>adult before</u> <u>clicking 'yes'</u> <u>'agree' or 'accept'</u> <u>online</u>				
<p>Online Reputation</p>  <p>Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles</p>	<u>I can identify</u> <u>ways that I can</u> <u>put information</u> <u>on the internet.</u>	<u>I can recognise</u> <u>that information</u> <u>can stay online</u> <u>and could be</u> <u>copied.</u>	<u>I can explain how</u> <u>information put</u> <u>online about</u> <u>someone can last</u> <u>for a long time.</u>	<u>I can explain how</u> <u>to search for</u> <u>information about</u> <u>others online</u>	<u>I can describe</u> <u>how to find out</u> <u>information about</u> <u>others by</u> <u>searching online.</u>	<u>I can search for</u> <u>information about</u> <u>an individual</u> <u>online and</u> <u>summarise the</u> <u>information</u> <u>found.</u>	<u>I can explain the</u> <u>ways in which</u> <u>anyone can</u> <u>develop a positive</u> <u>online reputation.</u>
		<u>I can describe</u> <u>what information</u> <u>I should not put</u> <u>online without</u> <u>asking a trusted</u> <u>adult first.</u>	<u>I can describe</u> <u>how anyone's</u> <u>online</u> <u>information could</u> <u>be seen by others.</u>	<u>I can give</u> <u>examples of what</u> <u>anyone may or</u> <u>may not be willing</u> <u>to share about</u> <u>themselves online.</u> <u>I can explain the</u> <u>need to be careful</u> <u>before sharing</u> <u>anything</u> <u>personal.</u>	<u>I can explain</u> <u>ways that some</u> <u>of the information</u> <u>about anyone</u> <u>online could have</u> <u>been created,</u> <u>copied or shared</u> <u>by others.</u>	<u>I can describe</u> <u>ways that</u> <u>information about</u> <u>anyone online can</u> <u>be used by others</u> <u>to make</u> <u>judgments about</u> <u>an individual and</u> <u>why these may be</u> <u>incorrect.</u>	<u>I can explain</u> <u>strategies anyone</u> <u>can use to protect</u> <u>their 'digital</u> <u>personality' and</u> <u>online reputation,</u> <u>including degrees</u> <u>of anonymity.</u>
			<u>I know who to</u> <u>talk to if</u> <u>something has</u> <u>been put online</u> <u>without consent</u> <u>or if it is</u> <u>incorrect.</u>	<u>I can explain who</u> <u>someone can ask</u> <u>if they are unsure</u> <u>about putting</u> <u>something online.</u>			
	<u>I can describe</u> <u>ways that some</u> <u>people can be</u> <u>unkind online.</u>	<u>I can describe how</u> <u>to behave online</u> <u>in ways that do</u> <u>not upset others</u> <u>and can give</u> <u>examples.</u>	<u>I can explain</u> <u>what bullying is,</u> <u>how people may</u> <u>bully others and</u> <u>how bullying can</u> <u>make someone</u>	<u>I can describe</u> <u>appropriate ways</u> <u>to behave towards</u> <u>other people online</u> <u>and why this is</u> <u>important.</u>	<u>I can recognise</u> <u>when someone is</u> <u>upset, hurt or</u> <u>angry online.</u>	<u>I can recognise</u> <u>online bullying can</u> <u>be different to</u> <u>bullying in the</u> <u>physical world and</u> <u>can describe some</u>	<u>I can describe</u> <u>how to capture</u> <u>bullying content</u> <u>as evidence (e.g</u> <u>screen-grab, URL,</u> <u>profile) to share</u>

Online Bullying




Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation

		<u>feel</u>			<u>of those differences.</u>	<u>with others who can help me.</u>
<u>I can offer examples of how this can make others feel</u>		<u>I can explain why anyone who experiences bullying is not to blame</u>	<u>I can give examples of how bullying behaviour could appear online and how someone can get support.</u>	<u>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</u>	<u>I can describe how what one person perceives as playful joking and teasing (including "banter") might be experienced by others as bullying.</u>	<u>I can explain how someone would report online bullying in different contexts.</u>
		<u>I can talk about how anyone experiencing bullying can get help.</u>		<u>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).</u>	<u>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</u>	
					<u>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</u>	
					<u>I can explain how to block abusive users.</u>	
					<u>I can describe the helpline services</u>	

						<p>which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p>	
<p>Managing</p>  <p>Information Online</p> <p>Strategies for effective searching, critical evaluation and ethical publishing</p>	<p>I can talk about how to use the internet as a way of finding information online</p>	<p>I can give simple examples of how to find information (e.g. search engine, voice activated searching).</p> <p>I can talk about how I can use the internet to find things out.</p>	<p>I can use simple keywords in search engines</p> <p>I can use the internet to find things out</p>	<p>I can demonstrate how to use key phrases in search engines to gather accurate information online.</p>	<p>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>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 am presented with.</p>	<p>I can explain how search engines work and how results are selected and ranked.</p>
	<p>I can identify devices I could use to access information on the internet</p>	<p>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.</p>	<p>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons, links, tabs and sections).</p>	<p>I can explain what autocomplete is and how to choose the best suggestion</p>	<p>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 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 how to use search technologies effectively.</p>
		<p>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable.</p>	<p>I can explain what voice activated searching is and how it might be used, and know it</p>	<p>I can explain how the internet can be used to sell and buy things</p>	<p>I can describe some of the methods used to encourage people to buy things online (e.g.</p>	<p>I can evaluate digital content and can explain how to make choices about what is</p>	<p>I can describe how some online information can be opinion and can offer examples.</p>

		worried or frightened.	is not a real person (e.g. Alexa, Google Now, Siri).		advertising offers: in-app purchases, pop-ups) and can recognise some of these when they appear online.	trustworthy e.g. differentiating between adverts and search results.	
			I can explain the difference between things that are imaginary, 'made up' or 'made believe' and things that are 'true' or real.	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	I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.	I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.	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.
			I can explain why some information I find online may not be real or true.	I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).	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.	I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads	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).
				I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable,	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	I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial	I understand the concept of persuasive design and how it can be used to influence peoples' choices.

				<u>worried or frightened</u>	<u>pretend something is true when it isn't.</u>	<u>companies or by vloggers, content creators, influencers).</u>	
						<u>I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</u>	<u>I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.</u>
						<u>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</u>	<u>I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this</u>
						<u>I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</u>	<u>I can describe the difference between online misinformation and dis-information</u> <u>I can explain why information that is on a large number of sites may still be</u>

							<p><u>inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).</u></p> <p><u>I can identify, flag and report inappropriate content.</u></p>
<p>Health, Wellbeing & Lifestyle</p>  <p>The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies</p>	<p><u>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</u></p>	<p><u>I can explain rules to keep myself safe when using technology both in and beyond the home.</u></p>	<p><u>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.</u></p>	<p><u>I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.</u></p>	<p><u>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</u></p>	<p><u>I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</u></p>	<p><u>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</u></p>
	<p><u>I can give some simple examples of these rules.</u></p>		<p><u>I can say how these rules / guides can help anyone accessing online technologies.</u></p>	<p><u>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).</u></p>	<p><u>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.</u></p>	<p><u>I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</u></p>	<p><u>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</u></p>

and the strategies for dealing with them.				sites)			
						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	I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).
						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.	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).
Privacy & Security 	<u>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</u>	<u>I can explain how passwords are used to protect information, accounts and devices.</u>	<u>I can explain how passwords can be used to protect information, accounts and devices.</u>	<u>I can describe simple strategies for creating and keeping passwords private.</u>	<u>I can describe strategies for keeping personal information private, depending on context.</u>	<u>I can explain what a strong password is and demonstrate how to create one.</u>	<u>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</u>
	<u>I can describe who would be</u>	<u>I can recognise more detailed</u>	<u>I can explain and give examples of</u>	<u>I can give reasons why someone</u>	<u>I can explain that internet use is</u>	<u>I can explain how many free apps or</u>	<u>I can explain what to do if a</u>

<p>Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	<p><u>trustworthy to share this information with; I can explain why they are trusted.</u></p>	<p><u>examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</u></p>	<p><u>what is meant by 'private' and 'keeping things private'.</u></p>	<p><u>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</u></p>	<p><u>never fully private and is monitored. e.g. adult supervision.</u></p>	<p><u>services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</u></p>	<p><u>password is shared, lost or stolen.</u></p>
		<p><u>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</u></p>	<p><u>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</u></p>	<p><u>I can describe how connected devices can collect and share anyone's information with others.</u></p>	<p><u>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.</u></p>	<p><u>I can explain what app permissions are and can give some examples</u></p>	<p><u>I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</u></p>
			<p><u>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).</u></p>		<p><u>I know what the digital age of consent is and the impact this has on online services asking for consent</u></p>		<p><u>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</u></p>
							<p><u>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.</u></p>

							<p><u>scams, phishing</u>.</p> <p><u>I know that online services have terms and conditions that govern their use.</u></p>
<p>Copyright & Ownership</p>  <p>Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	<p><u>I know that work I create belongs to me.</u></p>	<p><u>I can explain why work I create using technology belongs to me</u></p>	<p><u>I can recognise that content on the internet may belong to other people.</u></p>	<p><u>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</u></p>	<p><u>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.</u></p>	<p><u>I can assess and justify when it is acceptable to use the work of others</u></p>	<p><u>I can demonstrate the use of search tools to find and access online content which can be reused by others.</u></p>
	<p><u>I can name my work so that others know it belongs to me</u></p>	<p><u>I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</u></p>	<p><u>I can describe why other people's work belongs to them</u></p>		<p><u>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</u></p>	<p><u>I can give examples of content that is permitted to be reused and know how this content can be found online</u></p>	<p><u>I can demonstrate how to make references to and acknowledge sources I have used from the internet</u></p>
		<p><u>I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).</u></p>					
		<p><u>I understand that work created by others does not belong to me even if I save a copy</u></p>					

Additional Resources

BBC ChatGuide

<http://www.bbc.co.uk/chatguide>

The BBC ChatGuide website provides a range of resources aimed at children, teenagers, parents and teachers. The Key Stage 2 teaching pack provides resources to assist with providing a lesson on internet safety for children. The downloadable resources include a ChatGuide video and notes for teachers, including suggestions for whole-class activities and a template letter telling parents what they can do to help their children learn the 'rules of the online road'. A Key Stage 3 version of the pack is also available.



Bullying Online

<http://www.bullying.co.uk>

Bullying Online is an online help and advice service combating all forms of bullying. Sections for pupils, parents and schools cover the subject of cyberbullying, with advice on topics including:

- how to stay safe on the internet
- mobile phone bullying and happy slapping
- dangerous websites
- abusive websites.

Bullying Online also provides an email service for pupils in need of further help and advice.



CBBC – Stay Safe

<http://www.bbc.co.uk/cbbc/help/safesurfing>

CBBC's Stay Safe website invites children to join Dongle the rabbit in learning how to stay safe on the web. The site features a cartoon and quiz, along with a screensaver and wallpaper giving tips on safe surfing. Visitors to the site can also print out Dongle's factsheet reinforcing the SMART rules, which have been adapted to give advice on mobile phone use also.

The site links to the BBC ChatGuide website and to several of the organisations providing advice and support to young people, such as Think U Know, Kidsmart and NCH



CyberQuoll

<http://www.cyberquoll.com.au>

CyberQuoll helps primary school pupils, aged 8–12, learn about e-safety through a range of fun, interactive activities. It has been developed by NetAlert – Australia's Internet Safety Advisory



Body – but the general safety messages still hold for a UK audience.
The main learning tool is an interactive story in which pupils 'follow the cousins from hell through six epic adventures as they stumble through the pitfalls and triumphs of using the internet safely'.

Topics covered include:

- fi nding stuff
- making waves
- putt'n stuff up
- trying it on
- kids in cyberspace.

A range of teachers' materials are available online to support this resource.

Cybersmart Kids Online

<http://www.cybersmarkids.com.au>

This site has been created by ACMA – the Australian Communications and Media Authority – which is responsible for the regulation of broadcasting, radio communications, telecommunications and online content. The general safety messages still hold for a UK audience.

Cybersmart Kids Online provides information on 'smart net surfing for kids and their grownups'. The site gives general tips on staying safe online, along with specific guidance on using chat and mobile phones, and a quiz.

Content in the main information sections is split into three user types – littlies, kids and young people – so pupils can be directed to relevant information depending on their age and/or level of understanding. A teachers' section provides lesson plans, homework help and links to good educational sites, many of which are UK based.



FKBKO – For Kids By Kids Online

<http://www.fkbko.co.uk>

FKBKO provides a range of e-safety information for children and young people, covering:

- the web
- email
- chat
- viruses
- peer 2 peer
- mobiles.

Topics under each section are typically categorised by 'beginner', 'intermediate' and 'advanced'.

The 'HQ' section also provides some useful background information on topics such as:

- How does the internet work?



- How is my computer identified?
 - Am I invisible on the internet?
- Who is in charge of IP addresses

Hector's World™

<http://www.ectorsworld.com>

Hector Protector® – a bottlenose dolphin – and his underwater friends aim to help children aged 3–10 stay safe in cyberspace in Hector's World. This resource comes from NetSafe® – the cyber safety education programme of New Zealand's Internet Safety Group – but the general safety messages still hold for a UK audience. Animated episodes help children learn about online safety.

A key feature of the resource is the Hector safety button. Once downloaded, Hector can swim alongside children (in a corner of their computer screen) as they surf the internet using Internet Explorer or communicate with others using Outlook or Outlook Express. A child who is upset or worried about an image on the screen can click on Hector. An underwater scene then covers the screen and a reassuring message is displayed saying that the child has done the right thing and can now get adult help. The Hector safety button can be downloaded from the Microsoft New Zealand website [<http://www.microsoft.com/nz/athome/security/children/hector.mspix>].



iKeepSafe.org

<http://www.ikeepSAFE.org>

Screen shot reprinted with permission from the Internet Keep Safe Coalition

iKeepSafe.org – the online home of the US-based Internet Keep Safe Coalition – teaches the basic rules of e-safety to children and parents. Although the site is US-based, the general safety messages still hold for a UK audience.

The website uses an animated mascot, Faux Paw the Techno Cat, to teach children the importance of protecting personal information and avoiding unsuitable material on the internet. Children can learn how to safely navigate the internet through a virtual playground, Faux Paw's adventures in story books, an animated video download and educational games. Educational materials, including worksheets and tests, are also available for parents and teachers.



Internet Proficiency Scheme for Key Stage 2 pupils

http://www.gridclub.com/teachers/t_internet_safety.html

The Internet Proficiency Scheme for Key Stage 2 pupils, developed by Becta, QCA and the DfES, aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies.

Hosted on the GridClub website, the scheme consists of an interactive website, called CyberCafe, and a teachers' pack consisting of teaching activities, pupils' worksheets, advice and information for teachers on internet safety, and certificates to award on completion of the scheme.



The teachers' pack files can be downloaded as PDF documents from the website.

Internet Safety Zone

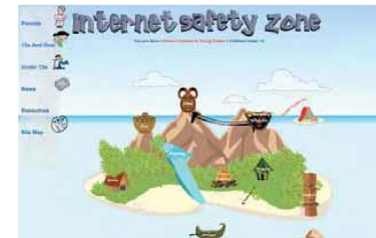
<http://www.internetsafetyzone.com/kids>

The Internet Safety Zone provides a range of e-safety information categorised into two key areas for under 12s and over 13s.

The under-12s area deals with a range of general e-safety topics, such as:

- chat
- email
- browsers
- search
- mobiles
- cyberbullying
- social networking
- blogging
- gaming
- viruses.

There is a general section on reporting problems, which provides links to further sources of help and advice for children and young people. The site also includes a section for parents covering the basic safety issues of internet use, and the key concerns which parents might have. There is extensive information on how parents can help their children to handle problems and encourage 'cyberwellness'.



Kidsmart

<http://www.kidsmart.org.uk/yp/under11>

Childnet International's Kidsmart website has a section for young people under the age of 11, dealing with mobiles, surfing, chat and file-sharing. The site also includes games, competitions and a gallery of young people's artwork on how to stay safe online. The website reinforces the SMART rules and has additional sections for teachers, and parents and carers.



NetSmartzKids

<http://www.netsmartzkids.org>

The NetSmartz workshop is an interactive, educational safety resource from the National Center for Missing & Exploited Children® (NCMEC) for children aged 5–17, parents, guardians, educators and law enforcement that uses age-appropriate, 3-D activities to teach children and young people how to stay safer on the internet.

NetSmartzKids.org, aimed at the lower age groups, teaches internet safety messages in a fun way using a range of characters, songs, videos and quizzes. The site is USA based, but the



general safety messages still hold.

Netty's World

<http://www.nettysworld.com.au>

Netty's World helps young children, aged 2-7, learn about internet safety through a range of fun, interactive activities. It has been developed by NetAlert – Australia's Internet Safety Advisory Body – but the general safety messages still hold for a UK audience.

The main learning tool is Netty's net adventure, in which Netty travels through a number of adventures similar to those that young children are likely to encounter on the internet. Each adventure includes three levels, of increasing complexity, each of which raise issues which will prompt discussion on important internet safety topics.

Topics covered include:

- exploring the net
- getting things off the net
- using smart phones
- putting work on the net
- making friends on the net.

All of the activities reinforce 'Netty's five forget-me-not's'

– important safety messages specifically developed for a younger audience:

- Get help
- Be nice
- Think again
- Stay safe and secure
- Protect what's private



PHONEbrain

<http://www.phonebrain.org.uk>

PHONEbrain is a website from ICSTIS (the premium rate services regulator), aimed at children and young people aged 10-13.

Covering four key areas – mobile, landline, TV and PC – the site aims to show young people how to stay safe and in control when using premium rate services and understand the mechanisms used to apply charges to phone bills.

The site uses a number of real-life case studies to reinforce the key messages. Other resources include a jargon buster, technology overview covering 3G services, Wireless Application Protocol (WAP), Bluetooth, and Voice over Internet Protocol (VoIP), and a FAQ section.

Teaching resources include a lesson plan, PowerPoint slides and worksheets, along with 'top tips' sheets which can be downloaded as PDF documents.

Visitors to the site can build up virtual credits by completing various games and activities.



Sufficient credits allow users to customise their virtual phones.

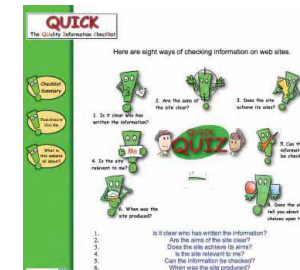
QUICK: The Quality Information Checklist

<http://www.quick.org.uk>

The QUICK website is a teaching aid for Key Stages 2 and 3, and in particular years 5, 6 and 7. It aims to help children evaluate the information they find on the internet, by using fictional examples, quizzes and puzzles to encourage children to explore the concepts around information quality. Although many examples are health related, the concepts can be used with any subjects that require information skills.

There is a useful, printable summary checklist for evaluating information, and a teachers' guide.

*Every effort has been made to trace the copyright holder of this site, without success. We have included it in this updated publication based on permission received for the original publication, as the site continues to provide useful e-safety resources. Should the copyright holder want to contact us, please send an email to publications@becta.org.uk.



Safe Surfing with Doug

<http://www.disney.co.uk/DisneyOnline/Safesurfing>

Disney Online's Safe Surfing with Doug, featuring an animated Disney character, uses a variety of fun, interactive tools to help children and young people learn e-safety messages.

Features include safe surfing tips, a printable cyber charter, and a cybernetiquette comic. There is also a parents' guide to safe surfing.



Staying SMART Online

<http://www.kidsmart.org.uk/stayingsmart>

Staying SMART Online from Childnet International is an online interactive guide for teachers of primary age children (aged 7-11). It can be used as a presentation tool for teachers or as a stand-alone tool for children to help reinforce the SMART rules.

The 'how-to' guide provides information for teachers about where Staying SMART fits within the National Curriculum and how it could be used as part of a lesson or for a whole lesson. There are also suggestions for follow-up activities.



Surf Swell Island: Adventures in internet safety

<http://disney.go.com/surfwell>

Disney Online's Surf Swell Island site is a quiz-driven adventure game. Internet safety materials are presented in a series of three games, each featuring a classic Disney character and focusing on an area of concern: privacy, viruses or netiquette. Each game is followed by a mini-quiz reinforcing what was presented in the game. The Challenge of Doom mega-quiz brings together the content from the first three games. By answering correctly, children gain access to a collection of Surf Swell-themed activities located in the password-protected Treasure Palace.

The site features a printable teachers' guide, which, although based on the US curriculum, gives



useful ideas about how to use this resource in the classroom, along with a variety of extension activities. A parents' guide provides similar advice about using the resource in the home.	
--	--

E-Safety Websites

UK Safer Internet Centre

<https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/teaching-resources>

Lesson plans, films, games, quizzes, drama activities and more!

Childnet International

<https://www.childnet.com/resources/online-safety-and-computing>

Wealth of resources for EYFS/KS1 and KS2. Download the PDF or browse through it for what you want to teach. Link to other sites included.

Teaching Online Safety in Schools

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

This guidance outlines how schools can ensure their pupils understand how to stay safe and behave online as part of forthcoming and existing curriculum requirements.