# North Wolds Federation

## Computing E-Safety Scheme of work

**This scheme of work was updated in December 2016.**

We held pupil interviews with children in all year groups to find out what ages children were accessing different types of technology, games and social media platforms in order to deliver the correct e-safety learning at the right time.

**National Curriculum 2014 Objectives**

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

- 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.

| The Early Years Foundation Stage | |
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| **Objective** | **Activities** |
| HSCA- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. | <ul><li>http://www.kidsmart.org.uk/teachers/ks1/</li><li>Share the interactive story of Smartie the Penguin. Discuss key parts of the story and the dilemma's he faces. How can he stay safe when on the internet? What should he do when he is asked to do things on the internet?</li><li>What does it mean to give your personal information away? What is your personal information?</li><li>Teach the children the song in the story. Discuss how you should talk to a grown up when unsure of something on the internet.</li><li>Place the song around the computer area in the classroom.</li><li>Create a Smartie the penguin poster to email the site to place in their gallery.</li><li>Make a Smartie the penguin mask and sing the song.</li><li>Role play the story.</li><li>Write a new verse to the song which daddy taught Smartie.</li></ul> |
| T-Uses ICT hardware to interact with age-appropriate computer software. | <ul><li>Model using programs at school appropriate for Foundation Stage.</li><li>Explain that we control what programs they can use at school, however at home they should always ask an adult.</li></ul> |
| T-Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | Explain to the children that ICT not only means computers, but it also means things such as CD players, consoles, mobile devices and programmable toys etc. explain the types of technology we have at school and at home.<br><br>Spend time using the bee bots and giving them instructions to move.<br><br>Go for an ICT walk around the school- which things do we use? How do they work?<br><br>Sorting items into 'technology' and 'non technology'. |

| | | Year One and Two | | |
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| **Objective Year A** | **Activities Year A** | **Objective Year B** | **Activities Year B** | |

| Objective Year A | Activities Year A | Objective Year B | Activities Year B |
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| To know what to do if you find something inappropriate on the internet | • Go through and make a list different ways we can be on the internet:<br>   ○ Xbox/PlayStation/other consoles<br>   ○ Phones<br>   ○ Apps on phones<br>   ○ Tablets including iPads<br>   ○ Computers<br>• Ask why is it important that children ask parents' permission to go on the internet/are supervised on the internet? Make list – keep adding to the list as you go through the taught lessons.<br>• Introduce Hector's world http://www.thinkuknow.co.uk/5_7/hectorsworld/<br>• Explain to children than hector is here to keep us safe while we are on the internet. Show children around the think u know website.<br>• Explain to children that sometimes when we are on the internet that we can have inappropriate things popping up or that we may click on the wrong thing which then causes something inappropriate to appear.<br>• Show children the Hector icon in the corner of the screen and click on it to show what children should do if they see something that is inappropriate on the internet. Discuss why it is very important to do this.<br>• Discuss that Hector is on our computer system. Explain to the children what they should do if they see something they don't like when on the internet not at school.<br>• Discuss reporting concerns – buttons/parents/teachers/carers etc | To understand that the internet can be used to communicate with other people. | • How can we use the internet to communicate with other people?<br>• Explain to the children that today we are going to learn how to write and send an email to your teacher.<br>• What is an email? How is it different to a letter? Is one of these forms of communicating better than another? Discuss that emailing is quicker than sending a letter and that it can also be cheaper too.<br>• Show children on IWB how to access their emails. Go through a step-by-step process with children copying each step through looking at the IWB.<br>• Write a brief email to their teacher and send. Show the children this happening.<br>• Next repeat this and write an email to a friend in the same class as you.<br>• Is it safe to send an email? Discuss the safety issues with doing this.<br>• Explain to the children that if they use online ways to communicate such as Xbox live/Skype/PlayStation Network ect that they should not use a headset to talk to people that they don't know.<br>• Explain about parental setting on xbox/PlayStation and other consoles. Stress the importance of age appropriate games.<br>• Only talk to people you know in real life and approved by your parents/carers and be very careful when using a headset – make sure that parents/carers fully understand who you can hear and who can hear you.<br>• Discuss a scenario where someone you don't know talks to you over something like a multiplier app offering you something like free points. What do you do? Who do you tell? Is there a 'report' button on the app. |

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| To understand what their personal information is and that it should remain confidential. | <ul><li>Show the clip from Hector's word: Details, details.</li><li>Why is it important to ensure that we are very careful when we are using the internet and putting out personal details on to the internet? Discuss reasons.</li><li>What happened on the clip from Hector's world? Discuss the reasons why it is important to ensure an adult is with us whilst we are on the internet and why to never put personal details in to the computer.</li><li>It is also important to keep our passwords a secret from others. Explain to children that it is ok to tell our parents and that we should do this but that we shouldn't tell our friends our passwords because it is not safe to do so.</li><li>How could we keep our name private on the internet? Why is it this important? If you are online on a PlayStation/xbox it is very important to make sure your 'gamertag' is not related to your name.</li></ul> | To understand that not everything on the internet is not true. | <ul><li>Show the children a spoof website such as Red Tomato Spider http://webfronter.com/rbkc/tomatospider/</li><li>Or Moon is made of cheese http://nosheep.net/story/google-confirms-moon-made-of-cheese/. Explain to children that I am very excited because I would have never normally believed a story like this but I have seen it on the internet so it must be true!</li><li>Look at the website together and children can jot down anything that they see of interest to them and that surprises them.</li><li>Bring children back together on the carpet and explain to them that this website is actually a made up one and that the information on it is not true.</li><li>Explain that things on the internet are not always true and that anyone can put things up on the internet and that they don't have to be true. Tell children that they are going to have to err on the side of caution with information that they read on the internet and decide for themselves whether or not the information is true.</li><li>Begin to tell children that people can also pretend to be other people on the internet and reinforce why it is so important not to give out our personal details on the internet.</li></ul> |
| To know that the internet is not always confidential and that others can see details. | <ul><li>Is all of the information that we put in to the internet confidential? Discuss. Explain to children that the information that we put in to the internet may not always be confidential. The places where we give our information to may share our information with others who we do not want it shared with such as a phone number.</li><li>Watch Hector's world clip 2, at the carnival and clip 3, it's a serious game.</li><li>Explain to children how details can be passed around without our permission and how we need to be very careful about giving our details out.</li></ul> | To understand that internet safety needs to be applied at home. | <ul><li>Who uses the internet at home? Discuss who uses the internet at home and what they use the internet for.</li><li>Do we need to make sure that we are safe on the internet at home? Why?</li><li>Watch the clip from Hector's world</li><li>Discuss the following:</li><li>Explain to the children that if they use online ways to communicate such as Xbox live/Skype/PlayStation Network ect that they should not use a headset to talk to people that they don't know. This also applies to sending in app/in game messages.</li><li>Explain age appropriateness of Youtube and why your parents should always know what you are viewing on the internet.</li><li>Only talk to people you know in real life and approved by your parents/carers and be very careful when using a headset – make sure that parents/carers fully understand who you can hear and who can hear you.</li></ul> |

| | | | • Write a set of instruction for how to stay safe on the internet. If possible, record and create an e-safety video for other classes to view. |
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# Years 3 and 4

| Objective Year A | Activities Year A | Objective Year B | Activities Year B |
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| To understand how to use the internet safely for research and following lines of enquiry. | <ul><li>At the start of the unit recap rules for social media/networking and the ages at which children should be accessing these resources. Discuss why there are age limits. Show/create a class poster to demonstrate this visually.</li><li>13 is the magic number in many cases. 18 to post on Youtube.</li><li>Discuss how images can be easily taken from the internet and how everyone needs to be very careful about what they post on the internet.</li><li>Explain to children that today we are going to be going on the internet but that we need to remember the key facts about the internet before we access it to ensure that we stay safe.</li><li>Introduce children to the 'think u know' website for KS2 children. Allow children to explore the cyber café to find out how to stay safe when we are using the internet.</li><li>Go through all the top tabs on the website and let the children explore the website.</li><li>Discuss staying safe on online games and the importance of not talking to people who you don't know. Explain and discuss parental setting on consoles and Youtube.</li><li>Ensure that children fully understand the following statement as our interview show that lots of our children play online games:</li><li>**It's always best to use a nickname when you are using gaming sites**, rather than give out your real name. Some people who you meet online may not be who they say they are, so remember not to give people you meet on the gaming sites information about yourself.</li></ul> | To understand that good online research involves processing information (rather than copying) and interpreting it for others.<br><br>To recognise the issues of copyright and the importance of acknowledging sources.<br><br>To recognise that not all of the information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website. | <ul><li>Why is the internet so good for finding out information? Discuss. Do we need to be careful when we are finding out information from the internet? Why?</li><li>Explain that the information that we find out on the internet is there for reference and that some of it, we may not be allowed to directly copy. Explain copyright and how a person has worked extremely hard to find out certain information therefore they don't want people to use it as there own. Tell children that we can, however use the information and write it in our own words and that we should also reference where we found the information.</li><li>http://www.bbc.co.uk/programmes/p011t79y</li><li>What is this video trying to show?</li><li>What is plagiarism?</li><li>Is all of the information that we see on the internet true? Discuss. Show the children</li><li>http://allaboutexplorers.com/explorers/cabot/</li><li>Website with a lot of false facts – but looks real.</li><li>Is this true? Explain that not all of the information that we read on the internet is true and that we need to decide for ourselves whether or not we believe it.</li><li>Get children to make a list of fake facts from http://allaboutexplorers.com/explorers/cabot/</li><li>And a list of real facts from teacher given sheet and compare the fake and real to highlight that not everything on the internet is true</li></ul> |

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| | • As a class create and sign an agreement of how to use the internet with simple rules such as:<br>• If you see something that you know you should not be looking at, click on Hector and go to find an adult.<br>• Once we have all signed the agreement explain to children that we are going to do some research on the internet over the next few weeks on out 'topic'. | | |
| To use the internet to undertake independent, purposeful research, gathering appropriate text and image and attempt to distinguish between fact and fiction. | • Tell children that today we are going to use the internet to search on our topic.<br>• Explain that most of the time, the websites that we use are great and full of lots of good information but that sometimes we come across sites that are not appropriate. Remind children that we are still using the Hector's world icon in the corner of our screen and that if we see anything that is inappropriate that we should click on Hector then find an adult.<br>• Tell children that as we are going to be searching the internet today that we need to find a good search engine to use. Which one do we use the most? Google? Explain that Google is a good search engine but that there are others available that are just as good. Introduce children to www.kidsclick.org<br>• www.kids.yahoo.com<br>• www.askforkids.com<br>• Try searching for different words on these search engines. What do they come up with?<br>• Show the children how to bookmark any good websites that they come across using the search engines. | To understand the potential risks of providing personal information in an increasing range of online technologies both within and outside of school.<br><br>To recognise your own right to be protected from the inappropriate technology by others and the need to respect the rights of other users. | • Begin lesson by telling the children that you have been receiving lots of emails recently but that you're not sure who they are from. Tell the children that the website looks great but that in order to sign up for this website they have asked you to tell them some really personal information such as name, age, address and phone number. You don't know what to do. Can they help? Should you put these detail in to be able to see this website?<br>• Discuss that this may also happen on apps/xbox/PlayStation/texts/youtube comments etc<br>• Discuss the term 'clickbait'<br>• Where might we find this? Email/texts/blogs/youtube<br>• Focus on Youtube comments and discuss that youtube should be look at with a trusted adult due to comments sections. Remind thechildren about the age limits on Youtube.<br>• http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter3 - personal information on online games |

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| | | | • discuss the video<br>• List the pros and cons of signing up to the website. Is it a safe thing to do? Why do they need your phone number? Could you sign up without putting in your details?<br><br>Write a letter to the pirates and explain to them what they should do when they get a message from someone who they don't know? |
| | • Remind children that not everything that they see on the internet is true. Have you seen something recently on the internet that has turned out not to be true?<br>• http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter2<br>• What is this video trying to show?<br>• How does this relate to homework?<br>• Show the children the red tomato spider website and explain that it is made up and nonsense. Also explain that on the internet there are lots of adverts for things and the companies who are advertising them do not always tell you the truth e.g. face creams that will make you look 10 years younger.<br>• Discuss that this also relates to what they see on YouTube and remind the children YouTube requires account holders to be **18**, but a **13**-year-old can sign up with a parent's permission.<br>• Write a short letter to the pirates from the smart crew highlighting that not everything on the internet is true | To evaluate our own use of web publishing tools and how they present themselves online. | • Review the ways that we use the internet. Has it changed over the last half term?<br>• As a class go through - http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/are-you-smart-online-quiz<br>• Children will write a list of the ways that they use the internet at home and at school. How do we ensure that we are safe while we are using the internet both at home and at school?<br>• The children will then create a quiz that could be used with the next 4/5 class to assess how safe they are whilst using the internet. |
| To begin to use a range of online communication tools safely e.g. blog, email, polls to exchange and develop ideas with other learners and | • How can we communicate with other people using the internet? Discuss. Is it safe to communicate with other people online?<br>• Key to discuss online gaming conversations here.<br>• Discuss safety settings<br>• Who can hear you? Why is it important that only people you know can hear you?<br>• Who can you hear? Why is this important? | To begin to use a range of online communication tools safely e.g. blog, email, polls to exchange and develop ideas with other learners and experts in a range of curriculum contexts. | • Tell children that today we are going to communicate with others again but not through email this time. Has anyone heard of a blog before? What is a blog? Discuss and explain to children that a blog is very similar to a diary that is online and that the whole world can see.<br>• Show children a number of blogs. How can we stay safe when we are blogging? Discuss. Remind children that we never put personal information on the internet for |

| experts in a range of curriculum contexts. | • Discuss that just because they are online friends with your friend they are who they say they are.<br>• Discuss the dangers of emails/messages on xbox/PlayStation/email/Bluetooth/textlink etc<br>• http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter1<br>• What is the video showing us?<br>• What could happen if we open up attachments that we shouldn't?<br>• Discuss the term 'clickbait' and why you need to always be very careful what you click when online.<br>• Discuss what to do when you are unsure.<br>• Tell children that over the next few lessons, we are going to communicate with others in a variety of ways. The first way is through email.<br>• Who knows what an email is? Discuss what an email is. Is it a good way to communicate? Why?<br>• Explain to children that today we are going to send an email to some other children in school. Arrange with another class to send emails to each other.<br>• Does anyone already know how to send an email? Discuss and explain to children that we are not only going to be sending an email but that we are going to be sending an attachment too. We will be emailing out topic projects to another class.<br>• Using the IWB. Refresh with the children how to send an email and teach them how to send an attachment.  Go through step-by-step process on how to add an attachment to the email and send to another class. Explain to children that we will now need to wait for their reply. | | • others to see and that we need to remember that the whole world will be able to see this blog.<br>• Set up a blog. Show children step by step how to set up a blog. Ensure that all children have created a blog by the end of this lesson.<br>• What kinds of things would you like to put in a blog? Remind children that we must ensure that we stay safe and how we can do this e.g. not putting any personal information on our blogs.<br>• Log in to our blogs and write our first blog. Remind children that people all over the world will see these blogs so they will need to be sensible. Explain what kinds of things can be added to a blog such as pictures, videos, web links etc.<br>• https://www.makewav.es/login<br>• Look at this social media with walls and protection |

| | Years Five and Six | | |
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| Objective Year A | Activities Year A | Objectives Year B | Activities Year B |
| To use the internet safely as a resource to support work.<br><br>To recognise the need to ask appropriate questions to find answers. | • Explain to children that before we go online they need to be reminded of how to stay safe on the internet. How can we stay safe? Discuss. Explain that we can use the internet to find out lots of great information but that we need to ensure that we are always safe.<br>• At the start of the unit recap rules for social media/networking and the ages at which children should be accessing these resources. Discuss why there are age limits. Remember the magic age is often 13. Some website are 18 – Youtube. Also, remember that Whatsapp has an age limit on it and is not designed to be used by primary age children.<br>• Discuss how images can be easily taken from the internet and how everyone needs to be very careful about what they post on the internet.<br>• Discuss that something as simple as wearing a school uniform and posting your picture online can give away too much personal information.<br>• Recap previous year's learning<br>• Discuss handing out personal information<br>• Plagiarism<br>• Clicking on things that might not be a they seem<br>• Validity of information on the internet<br>• Let the children explore - https://www.thinkuknow.co.uk/8_10/cybercafe/Cyber-Cafe-Base/<br>• Go through that on the internet there is inappropriate things and it's important to ensure that we do our best to filter these things. Pick youtube for example and discus safety setting and why these are important. Remind the children that the terms and conditions of youtube say that you have to be 18 to have an account. | To exchange and share ideas with a wider audience, and to evaluate the use of technology including the use of email, social networking, online gaming and mobile phones and how they present themselves online. | • Who has heard of any social networking sites? Facebook, Bebo, twitter, myspace? Has anyone used any of these sites before? Why is it important to consider who you are 'friends' with on social networking sites? Discuss the importance of knowing the people that we are friends with on social networking sites. How should we respect other people's privacy? Recap age limits and stress that children should not have a social networking account.<br>• https://www.thinkuknow.co.uk/Teachers/Resources/ - don't open in front of children. KS2 tab Jigsaw<br>• Jigsaw video<br>• What did the girl do wrong?<br>• How did she put herself in danger?<br>• Do you think she is old enough for social media?<br>• How old should you be?<br>• Discuss the use of photographs on social networking sites. Should we put photos of other people on there? Explain that it is vital that we ask permission before we share any photos of others.<br>• Has anyone ever played on online gaming before? How can we stay safe while we are playing on games online? Is it ok to play against other people that we don't know? Discuss online gaming and how to stay safe while we are doing this.<br>• Discuss xbox live and PlayStation network and settings that disable you from listening to in game chat.<br>• Why would we disable these things?<br>• What do you do if someone sends you a message you don't like on the consoles?<br>• Look at the 'report' button on these consoles. |

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| | • Create a class set of rules for staying safe while using the internet. All children will sign these rules. | | |
| To recognise that not all information on the internet is accurate or unbiased (advertising) and develop a range of strategies for identifying the origin of a website. | • Look at the hoax website.<br>• Dog Island www.thedogisland.com<br>• Ask children to read through these sites and note down anything that they think is surprising. Discuss what they find out.<br>• Explain to children that you have tricked them because only one of the websites was genuine and telling the truth. The others were make believe. Can they work out which one was real?<br>• Why did we do this task? Explain to children that it was to show them that not everything that we read on the internet is true. We need to decide for ourselves whether or not we believe the information that we find out. | To understand the affects of cyber-bullying and how this can affect others. | • What is cyber bullying? Discuss what it means to be cyber bullied. In what ways can this happen? Discuss mobile phones, social networking sites, emails etc. http://www.bbc.co.uk/newsround/26136189 - watch the first three minutes<br>• How would you feel if you were being cyber bullied? Discuss. What should you do if you feel that you are being cyber bullied?<br>• Discuss the importance of telling an adult or a friend that you feel you are being cyber bullied. Ensure that children know what cyber bullying is and how to deal with it. Is cyber bullying acceptable in our school? Why not?<br>• Design posters for around the school to tell others what to do if they are being cyber bullied.<br>• Or write a letter advising someone who thinks they are being cyber bullied. |
| To understand the issues of plagiarism, copyright and data protection in relation to work.<br><br>To understand that resources that are found may be covered by copyright.<br><br>To understand that not all information on the internet is legal to use of copy, even if | • What does copyright mean? Discuss what copyright is. Show the copyright advert from the beginning of a DVD that is shown to warn people not to copy DVDs. Explain to children that this is the same for information and pictures on the internet. Someone else has taken the time to and effort to write and upload it. Children to discuss therefore why it is wrong to claim that they have done it. Look on various websites and note that they have the copyright at the bottom of their sites (BBC are good for this).<br>• Remind the children of this<br>• http://www.bbc.co.uk/programmes/p011t79y<br>• What is this video trying to show?<br>• What is plagiarism?<br><br>• Show the children the website www.compfight.com explain that the children could use it as an alternative to Google to find images. They search in the same way and check the copyright on the image. Explain to children that they still need to be careful what they search for to avoid inappropriate sites or adverts. | To understand the importance of keeping personal information private. | • Discuss sharing passwords and why it is essential that this isn't done.<br>• Discuss the implications if someone had your password<br>• Model how to create a script and create the promo video.<br>• Create a staying safe promo video, using scripts that the class has developed |

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| sources are acknowledged. | • Have you ever downloaded music before? Explain to children that downloading music can also be illegal and that we need to be careful where we download it from. Share the sites www.hmv.com and www.itunes.com and explain to the children that these are LEGAL sites where we download music. | | |
| To gain a better understanding of sharing personal information including images and messages. | • When you send something to the internet where does it go?<br>• If you delete it from a website is it gone forever? Discuss digital footprint.<br>• Recap the rules for age limits on social media.<br>• Discuss and explain digital footprint<br>• https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources<br>• Lesson 1 from the website above this is from our youth produced sexual imagery policy. | To gain a better understanding of sharing personal information including images and messages. | • When you send something to the internet where does it go?<br>• If you delete it from a website is it gone forever? Discuss digital footprint.<br>• Recap the rules for age limits on social media.<br>• Discuss and explain digital footprint<br>• https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources<br>• Lesson 2 from the website above this is from our youth produced sexual imagery policy. |