Willow Fields Community Primary School

Online Safety Curriculum

Key Themes

1. Internet Safety

Students 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!

2. Privacy and Security

Students 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.

3. Relationships and Communication

Students 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.

4. Cyber Bullying

Students 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. Students are encouraged to take the active role of up stander and build positive, supportive online communities.

5. Digital footprint and reputation

Students learn to protect their own privacy and respect others' privacy. Our digital world is permanent, and with each post, students are building a digital footprint. By encouraging students to self-reflect before they self-reveal, they will consider how what they share online can impact themselves and others.

6. Self-image and Identity

These lessons are designed to help students explore their own digital lives, focusing on their online versus their offline identity. Students learn the benefits and risks of presenting themselves through different personas and the effects on their sense of self, their reputation, and their relationships.

7. Information Literacy

Information literacy includes the ability to identify, find, evaluate, and use information effectively. From effective search strategies to evaluation techniques, students learn how to evaluate the quality, credibility, and validity of websites, and give proper credit.

8. Creative Credit and Copyright

Living in a "copy/paste" culture, students 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, students learn about copyright and fair use.

Year Group	Online Safety Topics related to themes
Reception	• Going Places Safely • A-B-C Searching
1	• Staying safe online • Keep it Private • Sending email
2	• Staying safe online • Follow the digital trail • Screen out the mean
3	• My Online Community • Powerful passwords • Things for Sale
4	• Private and Personal Information • Rings of Responsibility • Whose is it, anyway?
5	• You've won a prize • Sharing on social media • Picture Perfect
6	• Selling Stereotypes • Sharing images online • What is cyber-bullying?

Year groups, topics, themes and description of learning, learning challenge, National Curriculum Objectives.

Reception

Topic	Theme	Description of learning	Learning challenge	National Curriculum Objectives Computing
Going Places Safely	🔒	Students learn that they can go to exciting places online, but they need to follow certain rules to remain safe. By taking a virtual field trip, students experience the power of the Internet to take them to places they might not be able to visit in person. They learn that they should follow safety rules when they travel online, just as when traveling in the real world. Link below includes video and lesson plan on PDF https://www.commonsensemedia.org/educators/lesson/going-places-safely-k-2	How do I go places safely on the computer?	**KS1-** use technology safely and respectfully, keeping personal information private; identify private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Going Places Safely	🔒	Further lesson idea: Create a class safety promo film for staying safe around the school. If green screen technology is available pupils could create a safety promo film for other places such as the local park, the city centre, the library etc.	How do I go places safely on the computer?	

		Take class on a short technology safari around the local area identifying street technology: network boxes, traffic lights, street lighting controls, alarms etc.		
A-B-C searching		How can you use the alphabet to find things online? Students search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet. After observing a search as a class, students are assigned letters of the alphabet and perform their own searches on a children's directory site. Using the **Our Picture Dictionary Student Handout**, students select and print out pictures to create their own picture dictionary for the classroom. Link below includes video and lesson plan on PDF along with worksheets, which I have saved. https://www.commonsensemedia.org/educators/lesson/a-b-c-searching-k-2	How can you use the alphabet to find things online?	

Year 1

Topic	Theme	Description of learning	Learning challenge	National Curriculum Objective
Staying safe online/ Keeping it Private	🔒 🔑	Students understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them. What kinds of information should you keep to yourself when you use the Internet? Students learn that many websites ask for information that is private and discuss how to responsibly handle such requests. Students review what information is private and should not be shared without a trusted adult's permission. They view an online form that asks for private information and understand that they should never share this kind of information online. Students then view sites that ask them to create usernames, and they learn rules for safeguarding their private information when they create usernames. Pupils create their own 'Shop Window' - What information would you like to be available about you in a safe shop window? What information wouldn't they include and why? https://www.commonsensemedia.org/educators/lesson/keep-it-private-k-2	How do you stay safe when you visit websites?	**KS1-** use technology safely and respectfully, keeping personal information private; identify 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.
Keeping it Private	🔑	Further lesson idea: Pupils create their own 'Shop Window' - What information would you like to be available about you in a safe shop window? What information wouldn't they include and why? https://www.thinkuknow.co.uk/5_7/hectorsworld/Episode1/	What kinds of information should I keep to myself when I use the Internet?	

		There's also colouring sheets on here you can download linked to the cartoon.		
Sending email		How do you connect with others through email? Students explore how they can use email to communicate with real people within their schools, families, and communities. After discussing the different ways they can send messages to other people, students observe an email exchange between teachers on paper. Students then participate in an imaginative role-play that helps them envision how messages are transmitted between people over the Internet. Link to lesson plan, children to act out how the internet sends and receives messages. https://www.commonsensemedia.org/educators/lesson/sending-email-k-2 You could also use Purple Mash to practice composing, sending and receiving emails.	How do you connect with others through email?	

Year 2

Topic	Theme	Description of learning	Learning challenge	National Curriculum Objective
Follow the digital trail		What information is OK to have in your digital footprint? Students learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it. Students follow the digital information trails of two fictional animals. They make observations about the size and content of each trail, and connect these observations by thinking critically about what kinds of information they want to leave behind. Link to lesson plan and video following the fictional animals. https://www.commonsensemedia.org/educators/lesson/follow-digital-trail-2-3	What information is appropriate in a digital footprint?	**KS1-** use technology safely and respectfully, keeping personal information private; identify private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Staying safe online		Read the e-book and identify points where he needs to make a decision. Discuss with children what they would advise Digi Duck to do. **Childnet** - Digiduck e-book	How do you stay safe when you visit websites?	
Screen out the mean		What can you do when someone is mean to you online? Students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it. Students first read a scenario about mean online behaviour. They then discuss what cyberbullying is, how it can make people feel, and how to respond. Then they use their knowledge to create a simple tip sheet on cyberbullying. Students recognize that it is	What can you do when someone is mean to you online?	

		essential to tell a trusted adult if something online makes them feel angry, sad, or scared. https://www.commonsensemedia.org/educators/lesson/screen-out-mean-2-3		

Year 3

Topic	Theme	Description of learning	Learning challenge	National Curriculum Objective
My Online Community		How does the Internet connect you to others? Students explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community. Students discuss the nature of the Internet, and understand that while it is not a "real" physical place, it is made up of real people. They use a graphic representation to explain the different in-person connections they have with their family, friends, and community. Students then use the same graphic model to represent how they could connect to others on the Internet by creating maps of their potential online community. https://www.commonsensemedia.org/educators/lesson/my-online-community-k-2	How does the Internet connect you to others?	**KS1-** use technology safely and respectfully, keeping personal information private; identify 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.
Powerful passwords		Strong passwords are an essential part of cybersecurity, of protecting oneself from online threats and attacks. You need strong passwords to protect your computer (and other internet enabled devices), and a different strong password for each online account or activity (email, IM, social networking, banking, gaming etc.). A strong password will be a mix of upper and lower case letters and numbers. Some sites will allow you to choose symbols as well. A password should never be a name or date of birth, or a dictionary word. Typically a password will need to be eight to fourteen characters long.	How do you create a secure password?	

		Children to take part in discussions where they create a new password and then input it into the password checker. Make it clear what might be at risk if your password isn't secure along with how it shouldn't be shared with anyone other than a trusted adult. https://howsecureismypassword.net/ - use this to type in examples of bad passwords e.g. password. It gives a verdict on how quickly the password could be guessed. Children could access this site in their ICT lesson and 'have a play' with putting in passwords they might choose – without revealing them to anyone else.		
Things for Sale	🔍	How do some websites try to get you to buy things? Students examine websites that are designed to encourage them to buy a particular product. Students learn to recognize the varied methods used to promote and sell products on these sites. Students explore several product sites aimed at kids, identifying elements designed to draw their attention and make them want to buy the product. They grasp how the games, videos, activities, and other appealing features of the site serve the ultimate purpose of selling the product. Students then use what they have learned to draw a home page for a product site of their own invention. Children to recognise that not all is at it seems online – persuasion is everywhere. https://www.commonsensemedia.org/educators/lesson/things-sale-2-3	How do some websites try to get you to buy things?	

Year 4

Topic	Theme	Description of learning	Learning challenge	National Curriculum Objective
Private and Personal Information		How can you protect yourself from online identity theft? Pupils think critically about the information they share online. Create 2 T-shirt/baseball cap designs one that must feature public online profile information and the second that must feature personal or private information. Explore and discuss how Pupils would feel wearing each of the designs in a range of locations and scenarios, including at home, at school, in town, at the park.	How can you protect yourself from online identity theft?	**KS1-** use technology safely and respectfully, keeping personal information private; identify 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.
Rings of Responsibility		Students explore what it means to take on responsibilities in both their offline and online communities as a way to learn how to be good digital citizens. This will take you to the lesson plan and the activity to complete. http://www.digizen.org/digicentral/digital-values.aspx Children to create a class oath as to how they'll be good digital citizens. This could be done with GreenScreen.	What kinds of responsibilities does a good digital citizen have?	

| Whose is it, anyway? | | Pupils learn that copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others.

Create a collaborative piece of writing linked to a current curriculum focus. Include links to source information.
https://www.commonsense.org/education/lesson/whose-is-it-anyway-3-5 | How can I show respect for people's work? | |

Year 5

Topic	Theme	Description of learning	Learning challenge	National Curriculum Objective
You've won a prize		Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it. Follow the link for associated lesson plan. https://www.commonsensemedia.org/educators/lesson/youve-won-prize-4-5 This could be something incorporated into English whilst reading your class book. A character in the story could receive a spam email.	What is spam, and what can you do about it?	**KS1-** use technology safely and respectfully, keeping personal information private; identify 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.
Sharing on social media		Children to create a Facebook page without any prior teaching (paper template). Feedback and share what they've put on it. Discuss how we should share addresses etc. and how our images should be carefully chosen. Children then to create another applying all the teaching points discussed.	How do you keep yourself safe on social media?	
Picture Perfect		How can photos be changed on the computer, and how can that affect your feelings about the way you look? Students consider how digitally manipulated photos can affect the way people feel about their appearance, as well as help sell products. After learning that photos can be transformed on the computer, students first discuss how photo alteration can be both creative and, at times, deceptive. They then watch a short video that shows the evolution of a makeup-free model into a digitally enhanced billboard ad. Finally, students work in groups to analyse the messages on two magazine covers featuring digitally altered photographs. https://www.commonsensemedia.org/educators/lesson/picture-perfect-3-5	How can photos be changed on the computer, and how can that affect our feelings about the way we look?	

Year 6

Topic	Theme	Description of learning	Learning challenge	National Curriculum Objective
Selling Stereotypes		How do we learn stereotypes of boys and girls from media messages? Students recap the concept of a stereotype, and they explore the messages they receive regarding differences between boys and girls. Students first watch and discuss a video of a little girl questioning why companies market boys' and girls' toys differently. Then they compare and contrast gender stereotypes portrayed in two LEGO® online activity zones. https://www.commonsensemedia.org/educators/lesson/selling-stereotypes-3-5	How do we learn about stereotypes of boys and girls from media messages?	**KS1-** use technology safely and respectfully, keeping personal information private; identify 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.
Sharing images online		Show children videos from NSPCC Share Aware. They provide PowerPoints which encourage discussion based on different sections of the videos. https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/ Show children the video 'I saw your Willy' (Resources available https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/).	How do you keep yourself safe on social media?	

| What is cyber-bullying? | | Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.

Children could create their own problem pages, Big Brother style diary room to hot seat via green screen. | What is cyberbullying, and how do you deal with it? | |

Additional Resources

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.

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.hectorsworld.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.mspx

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.

NetSmartzKids

http://www.netsmartzkids.org

The NetSmartz workshop is an interactive, educational safety resource from the National Centre 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 safe 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.