



**E-Safety Curriculum**

# Potton Federation

## E-Safety

### 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 upstander 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	E-Safety Topics related to themes
1	<ul style="list-style-type: none"> <li>• Going Places Safely</li> <li>• A-B-C Searching</li> <li>• Keep it Private</li> <li>• My creative work</li> <li>• Sending email</li> </ul>
2	<ul style="list-style-type: none"> <li>• Staying safe online</li> <li>• Follow the digital trail</li> <li>• Screen out the mean               <ul style="list-style-type: none"> <li>• Using keywords</li> <li>• Sites I like</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>• Powerful passwords</li> <li>• My Online Community               <ul style="list-style-type: none"> <li>• Things for Sale</li> </ul> </li> <li>• Show Respect Online</li> <li>• Writing Good Emails</li> </ul>
4	<ul style="list-style-type: none"> <li>• Rings of Responsibility</li> <li>• Private and Personal Information               <ul style="list-style-type: none"> <li>• The Power of Words</li> <li>• The Key to Keywords</li> <li>• Whose is it, anyway?</li> </ul> </li> </ul>
5	<ul style="list-style-type: none"> <li>• Strong passwords</li> <li>• Digital Citizenship pledge               <ul style="list-style-type: none"> <li>• You've won a prize</li> <li>• How to cite a site</li> <li>• Picture Perfect</li> </ul> </li> </ul>
6	<ul style="list-style-type: none"> <li>• Talking Safely Online</li> <li>• Super Digital Citizen               <ul style="list-style-type: none"> <li>• Privacy Rules</li> </ul> </li> <li>• What is cyber-bullying?</li> <li>• Selling Stereotypes</li> </ul>

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






### Year 1

<u>Topic</u>	<u>Theme</u>	<u>Description of learning</u>	<u>Learning challenge</u>	<u>National Curriculum Objectives Computing</u>
Going Places Safely		Students learn that they can go to exciting places online, but they need to follow certain rules to remain safe.	How do I go places safely on the computer?	<b>KS1-</b> 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. <b>KS2-</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
A-B-C searching		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.	How can you use the alphabet to find things online?	
Keep it Private		Students learn that many websites ask for information that is private and discuss how to responsibly handle such requests.	What kinds of information should I keep to myself when I use the Internet?	
My creative work	 	Students learn the basics – title, name, and date – for crediting creative work.	How can you give credit to your own creative work?	
Sending email		Students explore how they can use email to communicate with real people within their schools, families, and communities.	How do you connect with others through email?	

## Year 2










<u>Topic</u>	<u>Theme</u>	<u>Description of learning</u>	<u>Learning challenge</u>	<u>National Curriculum Objective</u>
Staying safe online		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.	How do you stay safe when you visit websites?	<p><b>KS1-</b> 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.</p> <p><b>KS2-</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
Follow the digital trail	 	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.	What information is appropriate in a digital footprint?	
Screen out the mean	 	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.	What can you do when someone is mean to you online?	
Using keywords		Students understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.	What are keywords, and how do you choose them and use them?	
Sites I like		Students explore and evaluate an informational website for children.	What makes a website the right site for me?	

### Year 3









<u>Topic</u>	<u>Theme</u>	<u>Description of learning</u>	<u>Learning challenge</u>	<u>National Curriculum Objective</u>
<b>Powerful passwords</b>		Students explore why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.	How do you create a secure password?	<b>KS1-</b> 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. <b>KS2-</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
<b>My Online Community</b>		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.	How does the Internet connect you to others?	
<b>Things for Sale</b>		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.	How do some websites try to get you to buy things?	
<b>Show Respect Online</b>		Students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful emails.	How can I make sure my emails are clear and respectful?	
<b>Writing Good Emails</b>		Students explore the components of a well-written email.	How is writing an email similar to or different from writing a letter?	












**Year 4**

<u>Topic</u>	<u>Theme</u>	<u>Description of learning</u>	<u>Learning challenge</u>	<u>National Curriculum Objective</u>
<b>Rings of Responsibility</b>	 	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.	What kinds of responsibilities does a good digital citizen have?	<b>KS1-</b> 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. <b>KS2-</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
<b>Private and Personal Information</b>	 	As students visit sites that request information about their identity, they learn to adopt a critical inquiry process that empowers them to protect themselves and their families from identity theft.	How can you protect yourself from online identity theft?	
<b>The Power of Words</b>	 	Students consider that they may encounter online messages from other kids that can make them feel angry, hurt, sad, or fearful. They explore ways to handle cyberbullying and how to respond in the face of upsetting language online.	What should you do when someone uses mean or scary language on the Internet?	
<b>The Key to Keywords</b>		Students learn strategies to increase the accuracy of their keyword searches. They compare the number and kinds of sites obtained and make inferences about the effectiveness of the strategies.	Which keywords will give you the best search results?	
<b>Whose is it, anyway?</b>	 	Students learn that although the Internet makes it very easy, copying the work of others and presenting it as one's own is called plagiarism. They also learn about circumstances in which it is permissible to use the work of others.	How can I show respect for people's work?	

**Year 5**

<u>Topic</u>	<u>Theme</u>	<u>Description of learning</u>	<u>Learning challenge</u>	<u>National Curriculum Objective</u>
<b>Strong passwords</b>		Students learn how to create secure passwords in order to protect their private information and accounts online.	How can a secure password help you protect your private information?	<b>KS1-</b> 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. <b>KS2-</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
<b>Digital Citizenship pledge</b>	 	Students will establish group norms to create a positive online community that promotes responsible and respectful digital behavior within their classroom.	How do you create a positive online community?	
<b>You've won a prize</b>		Students learn what spam is, the forms it takes, and then identify strategies for dealing with it.	What is spam, and what can you do about it?	
<b>How to cite a site</b>		Students reflect on the importance of citing all sources when they do research.	How do I cite different types of online sources?	
<b>Picture Perfect</b>	  	Students consider how digitally manipulated photos can affect the way people feel about their appearance, as well as help sell products.	How can photos be changed on the computer, and how can that affect our feelings about the way we look?	

**Year 6**

<u>Topic</u>	<u>Theme</u>	<u>Description of learning</u>	<u>Learning challenge</u>	<u>National Curriculum Objective</u>
<b>Talking Safely Online</b>	 	Students learn that, while people can develop rewarding friendships online, they should be cautious with online-only friends and never reveal private information without asking a parent or trusted adult for permission.	What's the difference between Internet friends and in-person friends?	<p><b>KS1-</b> 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.</p> <p><b>KS2-</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
<b>Super Digital Citizen</b>	 	Students explore what it means to be responsible and respectful to their offline and online communities as a step toward learning how to be good digital citizens.	How can people help others to be good digital citizens?	
<b>Privacy Rules</b>		Students learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.	How do you know if a website protects your private information?	
<b>What is cyber-bullying?</b>	 	Students discuss positive and negative aspects of interacting with others online.	What is cyberbullying, and how do you deal with it?	
<b>Selling Stereotypes</b>	 	Students are introduced to the concept of a stereotype, and they explore the messages they receive regarding differences between boys and girls.	How do we learn about stereotypes of boys and girls from media messages?	

## 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.





- trying it on
- kids in cyberspace.

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

### Cybersmart Kids Online

<http://www.cybersmartkids.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 WorldTM

<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](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.



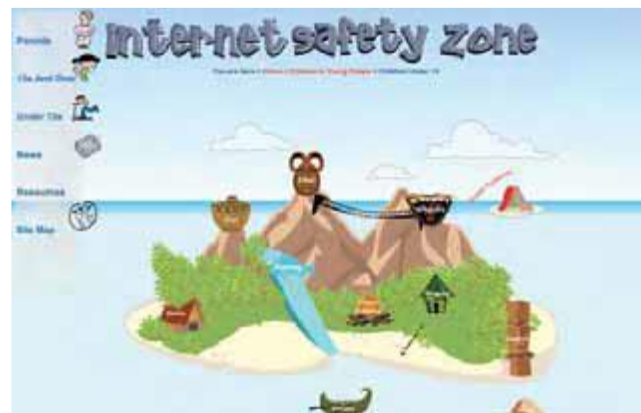
**Internet Safety Zone**

[http://www.internetsafetyzone.  
com/kids](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



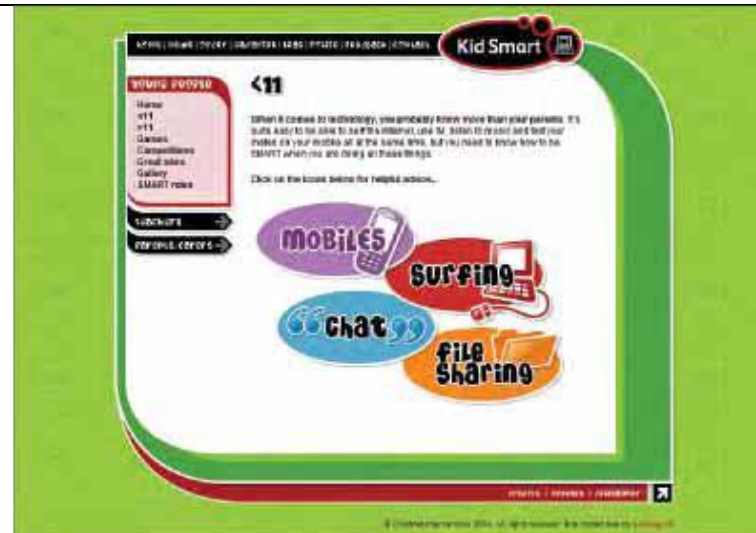
- gaming
- viruses.

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-menot'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 new 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](mailto:publications@becta.org.uk).

The graphic features a green vertical bar on the left with three icons: a checklist, a book, and a speech bubble. The main area is white with a red 'QUICK' logo at the top. Below the logo, it says 'The Quality Information Checklist'. The text reads: 'Here are eight ways of checking information on web sites.' It then lists eight numbered questions, each accompanied by a cartoon character. A central 'QUICK QUIZ' logo is also present. At the bottom, a list of the eight questions is provided.

1. Is it clear who has written the information?

2. Are the aims of the site clear?

3. Does the site achieve its aims?

4. Is the site relevant to me?

5. Can the information be checked?

6. When was the site produced?

7. Does the site tell you about choices open to you?

1. Is it clear who has written the information?  
2. Are the aims of the site clear?  
3. Does the site achieve its aims?  
4. Is the site relevant to me?  
5. Can the information be checked?  
6. When was the site produced?  
7. Does the site tell you about choices open to you?

**Safe Surfing with Doug**

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

Disney On line'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/surfswell>

Disney On line'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



<p>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.</p>	
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