

Scheme of Work for Internet Literacy and E-Safety

National Curriculum References

Draft New Computing Curriculum (Statutory September 2014)

| Key Stage 1 | Key Stage 2 |
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| <p>Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.</p> | <p>Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.</p> |

PSHCE non-Statutory Guidelines

| Key Stage 1 | Key Stage 2 |
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| <p>3g) rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe 4a) to recognise how their behaviour affects other people 4e) that there are different types of teasing and bullying, that [cyber]bullying is wrong, and how to get help to deal with bullying</p> | <p>2c) to realise the consequences of anti-social and aggressive behaviours, such as [cyber]bullying and racism, on individuals and communities 2k) to explore how the media present information 4e)to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</p> |

Scheme of Work for Internet Literacy and E-Safety

Early Years Foundation Stage

| | Key Skills | Knowledge and Understanding | Activities and resources |
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| Research | <ul style="list-style-type: none"> go online with help from their teacher or trusted adult navigate around a web page provided by an adult explore onscreen activities that mimic real life begin to use the buttons on an internet browser click on hyperlinked pictures or words to navigate around a website make choices when navigating around a website play simple online games (children who are developing reading skills) select a website from the Favourites list | <ul style="list-style-type: none"> aware that they can use the internet to play and learn supported by a trusted adult/teacher begin to understand the difference between real and online experiences | <p>Access online resources e.g.:</p> <p>Cbeebies</p> <p>Little animals activity centre</p> <p>Imagination cubed (sharing and collaborating drawing activity)</p> <p>Numbertime</p> <p>Bob the builder</p> <p>PB Bear (LGFL) http://pbbear.lgfl.org.uk</p> <p>Link Literacy Framework:</p> <p>Listen to web based media eg use on line audio library – LGfL Audio network, BBC Broadband clips http://www.bbc.co.uk/learningzone/clips/</p> |
| Communication and Collaboration | <ul style="list-style-type: none"> compose, send and receive emails with support use communication tools on the VLE, such as forums, with support use VLE email or software to develop awareness of the layout of email software and the basic tools (e.g. 2Email) share learning with families online | <ul style="list-style-type: none"> know that they can use the internet, email and school VLE to communicate with family and friends understand that they can share information online (Email, learning platform) understand that there is a right and wrong way to communicate and this may be different depending on who you are communicating with begin to become aware that we can upload content into the VLE for our class only | <p>Sebastian Swan</p> <p>Fun with Spot</p> <p>DBPrimary</p> <p>Email family with their teacher as scribe</p> <p>2Email (2Simple)</p> <p>With teacher upload photos of what they like doing at school, photos of their work (model et c) to the VLE E.g. school may use VLE to share the pupil profile, share work.</p> |
| Staying Safe | <ul style="list-style-type: none"> use the safety button to cover the screen when they see something which upsets them | <ul style="list-style-type: none"> know that they should tell an adult if they see something which upsets them know that it is possible to pose as someone else on the internet know they should only open a message if they know who it is from | <p>Lee and Kim’s Animal Magic (CEOP Think U Know 5-7 Resources)</p> <p>Read the Lee and Kim story</p> <p>Hector’s world safety button</p> |

Scheme of Work for Internet Literacy and E-Safety

Year 1

| | Key Skills | Knowledge and Understanding | Activities and resources |
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| Research | <ul style="list-style-type: none"> • navigate age-appropriate websites • use simple navigation skills e.g. opening a teacher selected website from a favourites link or shortcut • make choices by clicking buttons on a webpage, navigate forward and back using arrows on a browser • know how to return to the home page when exploring away from the teacher directed sites • | <ul style="list-style-type: none"> • understand they can find a range of information from the internet • talk about their use of ICT and other methods to find information (internet or book) and how ICT can give access quickly to a wide variety of resources • begin to evaluate web sites by giving opinions about preferred or most useful sites | <p>Northamptonshire Yr 1 Navigating a web page http://tinyurl.com/esafety-nhants</p> <p>When investigating for history topic i.e. old toys compare 2 sites as a class using BBC site or American toy seller site and which gives us most useful information</p> <p>Museum of Childhood (try also moving toy section)</p> |
| Communication and Collaboration | <ul style="list-style-type: none"> • participate in the sending of class emails • add ideas to a forum on school VLE, supported by an adult • participate in the creation / publishing of information on the school VLE | <ul style="list-style-type: none"> • understand that the internet can be used to communicate with other people • know that email is a way to send and receive messages, which is different to sending a letter • understand the need for an email address • know that online communication is not always confidential and that it can be monitored • understand that they are publishing work to the VLE to share with family • understand that we should respect the work of others which is stored or presented electronically | <p>RBKC lesson 'email granny' – how to write e mail suitable for granny</p> <p>CEOP Thinkuknow resources: based on Hector's World resources www.thinkuknow.co.uk/5_7/ 2simple 2email</p> <p>Northamptonshire Y1 Email – Sending and receiving http://tinyurl.com/esafety-nhants</p> <p>Museum of Childhood (sending e –cards to class friends)</p> <p>VLE, discussion forum – link to a relevant area within the curriculum e.g. designing a new playground.</p> <p>Use VLE to ask questions of an expert i.e. nurse or people who help us via an expert in a forum. Children view web pages onto which they have contributed ideas to on the VLE</p> |

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| <p style="text-align: center;">Staying Safe</p> | <ul style="list-style-type: none"> • be able to cover or minimise a screen if they see something inappropriate and tell a trusted adult • begin to decide what information it is safe to give away online • decide whether a person online is trusted or a stranger | <ul style="list-style-type: none"> • understand that passwords should be kept private • begin to understand that some information is personal and should only be given to people they trust | <p>Lee and Kim’s Animal Magic (CEOP Think U Know 5-7 Resources)</p> <p>RBKC lesson – safe surfing with Dongle (links to several lesson plans)</p> <p>Via Dongle activity pupils are introduced to the SMART rules beginning introduction of personal AUP (acceptable use policy) and KS1 Pupil AUP on the LGfL.</p> <p>Use Dongle Pop Video for Safer Internet Day assembly.</p> <p>Use of Hector Protector to minimize screen – Details here</p> |
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| | Key Skills | Knowledge and Understanding | Activities and resources |
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| Research | <ul style="list-style-type: none"> • use the internet purposefully to answer specific questions • use a teacher selected search engine to find information using agreed key words to answer questions under the guidance of adults • navigate to a website by entering a simple web address into a browser • be able to avoid being diverted to another page by using the browser back arrow or closing a pop-up window | <ul style="list-style-type: none"> • understand the purpose of favourites/bookmarks • know that you can be accidentally diverted from websites through a link to a new website, advertising or pop-up • understand what advertising is and learn to ignore embedded advertising • understand that some information online may be untrue (e.g. spoof websites) | <p>Children explore a webpage provided by the teacher to find information about a topic</p> <p>Children use the Barnaby Bear website to find out about his visits and how he travels Children plan a trip using the i-board red set 'bear abroad' resource</p> <p>Where in the World is Barnaby Bear Flat Stanley http://www.flatstanley.com/</p> <p>Teachers introduce spoof websites e.g. Red Tomato spider, moon is made of cheese</p> <p>Northamptonshire unit Y2 Using a search engine http://tinyurl.com/esafety-nhants</p> |
| Communication and Collaboration | <ul style="list-style-type: none"> • know the difference between communicating using email and online in a discussion forum • send suitable and purposeful emails • find and open email, reply to email • use a subject heading to tell the person what the message is about • develop an awareness of text size and font for emails and appropriate language to use in an email • contribute to class discussion forum • contribute/publish information to personal or group pages within the VLE, including text and pictures • know that they need to check information before uploading | <ul style="list-style-type: none"> • know that the internet can be viewed by anybody and that a VLE can only be viewed by people connected to school | <p>Safe email system e.g. 2email, Londonmail, Where in the World is Barnaby Bear Yr2 Geography e mail Barnaby via the site Flat Stanley http://www.flatstanley.com/ Join in the project of Flat Stanley, sharing photographs, videos and podcasts of Flat Stanley around the world.</p> <p>Northamptonshire unit Y2 Email – Saving and Editing http://tinyurl.com/esafety-nhants</p> <p>VLE, e.g. use discussion forum set up by school council.</p> |

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| <p style="text-align: center;">Staying Safe</p> | <ul style="list-style-type: none"> • practise E-safety when communicating online • keep their password secret • | <ul style="list-style-type: none"> • understand that passwords should be kept private • understand that some information is personal and should only be given to people they trust | <p>CEOP Thinkuknow resources - Hector's World Lessons 1-5 www.thinkuknow.co.uk/5_7/</p> <p>Use Dongle Pop Video for Safer Internet Day assembly.</p> <p>Pupils reinforce SMART rules and see them in terms of personal and independent use(AUP) and KS1 Pupil AUP on the LGfL.</p> <p>Netty's World: Australian e-safety activity site www.nettysworld.com.au</p> |
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| | Key Skills | Knowledge and Understanding | Activities and resources |
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| Research | <ul style="list-style-type: none"> use the internet to undertake independent purposeful research, gathering appropriate text and image, and attempt to distinguish between fact and fiction use child-friendly search engines independently to find information by changing questions into key words add websites to bookmark / favourites copy and paste images/text from the internet | <ul style="list-style-type: none"> be aware that taking lots of text from websites is stealing other people's work understand Internet contains fact, fiction and opinion and begin to distinguish between them | <p>Cyberquests projects (teachernet)</p> <p>RBKC Fact or fiction activity (Rocks and soils)</p> <p>LGfL 12 rules</p> <p>Tomato Spider spoof website</p> <p>Children's search engines; http://www.kidsclick.org/ http://kids.yahoo.com/ http://www.askforkids.com/</p> <p>Northamptonshire unit Y3 Copying from the internet http://tinyurl.com/esafety-nhants</p> |

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| <p style="text-align: center;">Communication and Collaboration</p> | <ul style="list-style-type: none"> begin to use a range of online communication tools e.g. forums, polls, instant messaging and e-mail to exchange and develop ideas with other learners and experts in a range of curriculum contexts publish their work to a wider audience using for example the VLE or podcasting tools forward an e-mail, save an e-mail to draft and then go back and edit it prior to sending it store e-mail addresses within an address book develop their personal space on the school VLE using appropriate images and information for their class/school community | <ul style="list-style-type: none"> understand how to use range of online communication tools, such as emails, forums, instant messaging, explore the benefits and risks of communication tools know when an email message should not be opened know the importance of not deleting upsetting emails – saving them for evidence purposes. understand the need to keep personal information and passwords private | <p>RBKC Email activity – Fairy Periwinkle/ environmental issues RBKC emailing for research (Greeks) VLE forum RBKC lesson – safe surfing with Doogle (links to several lesson plans) KS1 and 2 Safer Internet Day Assembly video http://www.thinkuknow.co.uk/teachers/ ThinkUKnow Cybercafe Lessons: 1 - Using technology to communicate 2 – Introducing cybercafé 3 – Communication and information 4 – Using email safely www.thinkuknow.co.uk/8_10/</p> <p>Northamptonshire unit Y3 Email – Forwarding and Sending http://tinyurl.com/esafety-nhants Adding contacts into their own e mail address book Cyber café – Sunil activities found at CBBC Safesurfing Guide: www.bbc.co.uk/cbbc/help/safesurfing/index.shtml Safesurfing with Doug: Disney-based activities for safety issues www.disney.co.uk/DisneyOnline/Safesurfing</p> <p>Introduce pupils to the primary e safety form and discuss in terms of personal AUP</p> <p>Pupils introduced to the top tips of Internet use and discuss the tips.</p> |
| <p style="text-align: center;">Staying Safe</p> | <ul style="list-style-type: none"> know how to respond to unpleasant communications via mobile phone, text, IM or email, chat rooms (save the message and show to trusted adult) know how to respond when asked for personal details (Learn Five Finger rules, DO NOT give 1. Full Name, 2. Address (Home or School), 3. Telephone/Mobile number, 4. Photographs, 5. E mail address) develop an alias for online use | <ul style="list-style-type: none"> understand the difference to publishing on the school VLE and an open site and that if they make their personal information available online it may be seen and used by others. (e.g. use a suitable alias on sites such as ClubPenguin) | <p>LGfL Podcasting VLE Video conferencing RBKC Podcasting activity</p> <p>Discuss how they would like a website called ‘rate my friend’ where we all asked to write about each others positive and negative aspects of personality.</p> <p>Use an alias when signing up to things online e.g.– clubpenguin, cbbc</p> |

| | Key Skills | Knowledge and Understanding | Activities and resources |
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| Research | <ul style="list-style-type: none"> • use web pages efficiently to find information • use the internet as a resource to support their work, and begin to understand plagiarism • know that not everything on the internet is true and know what to do if they access something inappropriate • use an internet search to answer questions on a specific topic, and to gather resources for their own work • translate questions into search criteria and key words to search for text • use summaries displayed within search results to choose which sites to explore further • organise bookmarks / favourites using folders or tags | <ul style="list-style-type: none"> • understand how they can use the internet for research by following lines of enquiry • understand the function of a search engine and the importance of using the correct search criteria • know there are different search engines available and that each has advantages and disadvantages • be able to discuss the different search engines and their features, e.g. search engine tools for different types of media e.g. Google Image Search, video, sound, understanding that the results are not always what you expect • image search criteria • understand copyright issues – what images / videos / sounds are legal and safe to use • plagiarism • be aware that web sites are not always accurate and that information should be evaluated and checked before it is used | <p>Northamptonshire unit Y4 Internet Icons http://tinyurl.com/esafety-nhants</p> <p>RBKC Safe Internet search activity</p> <p>Tree Octopus: spoof website for evaluation http://zapatopi.net/treeoctopus.html</p> <p>ThinkUKnow Cybercafe Lessons 5 ‘responsible use of the internet’ www.thinkuknow.co.uk/8_10/</p> <p>CyberQuoll Episode 2 – ‘Finding Stuff’ (safe searching) and lessons 2.1-2.5 http://www.cyberquoll.com.au</p> <p>Age appropriate websites related to topics Internet explorer Safe search engines</p> |

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| <p style="text-align: center;">Communication and Collaboration</p> | <ul style="list-style-type: none"> • use a range of online communication tools to exchange information and collaborate with others within and beyond their school e.g. VLE, email, instant messaging, social networking, online gaming, and mobile phones • use online communication tools with appropriate functionalities to exchange and develop ideas with other learners and experts in a range of curriculum contexts • publish their work to a chosen audience using appropriate online tools such as VLE, podcasting, blogging • create online /VLE content, e.g. Quizzes, surveys, online polls • use sensitive and appropriate language when using email, VLE and Instant messaging • begin to identify emails that may be malicious or inappropriate to open • use email as a tool for communication • develop an alias for online use and understand issues of appropriateness and sharing | <ul style="list-style-type: none"> • send, open and save attachments to an appropriate place • begin to recognise when an attachment may be unsafe to open • recognise the need to keep some information private in order to protect themselves when communicating online • begin to recognise how electronic communications may be used for manipulation or persuasion | <p>RBKC Design an e safety poster</p> <p>CyberQuoll Episode 3 – ‘Making Waves’ (cyber communication) and lessons 3.1-3.7 http://www.cyberquoll.com.au</p> <p>Northamptonshire unit Y4 Email – Attachments http://tinyurl.com/esafety-nhants</p> <p>KS1 and 2 Safer Internet Day Assembly video. http://www.thinkuknow.co.uk/teachers/</p> <p>Develop understanding of the primary e safety form extending understanding to the 12 rules of responsible use.</p> <p>Use an alias when creating accounts and profiles Pupils introduced to the top tips txt version of Internet use and discuss the tips.</p> |
| <p style="text-align: center;">Staying Safe</p> | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • understand that if they make their personal information available online it may be seen and used by others • understand some of the risk and rewards involved in publishing online and know how to keep safe • recognise the effect that their writing or images may have on others • respect the ideas and communications of others/ they encounter online • know that need to have appropriate permission for use of images of friends or those they have found online | <p>CyberQuoll Episode 4 – ‘Puttin’ stuff up’ (cyber publishing) and lessons 4.1-4.6 http://www.cyberquoll.com.au</p> |

| | Key Skills | Knowledge and Understanding | Activities and resources |
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| Research | <ul style="list-style-type: none"> • use the internet as a resource to support their work • choose to use the internet when appropriate as a tool for independent research , gathering text, images, videos and sound as resources to use in their own work • ask questions carrying out complex searches which they refine using combinations of key words • evaluate search results efficiently to choose a selection of relevant websites to investigate further • refine search criteria as necessary achieve more relevant results • use skim reading initially to check relevance of information before reading more carefully to ensure understanding • choose the most appropriate search engine for the task, e.g. image search, search within a specific site, open web search • evaluate information found online, considering plausibility and develop strategies to make judgements on the sources being used e.g. cross-referencing a number of websites • acknowledge sources used in their work • identify and ignore/cancel unwanted advertising and malicious downloads in the form of , Popups, video, banners, hyperlinked objects • identify whether a file has copyright or can be legally downloaded free of charge from the internet and whether these can be used in their own work • | <ul style="list-style-type: none"> • recognise reasons that people might publish content that is not accurate and understand the need to check the validity of a website, eg look for the author via 'contact us' / 'About us' button, details located at bottom of homepage etc • know the meaning of common website extensions - .co.uk, .fr, .in, .com etc • recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website. • Children recognise issues of copyright and the importance of acknowledging sources. • Children recognise the need to ask appropriate questions to find answers. • Children understand that good online research involves processing the information (rather than copying) and interpreting it for others. • | <p>Spooof site activity – RBKC Victorian robots</p> <p>Victorian Robots: spooof website for evaluation www.bigredhair.com/robots/index.html</p> <p>RBKC All about explorers</p> <p>Northamptonshire unit Y5 File sharing across the web http://tinyurl.com/esafety-nhants</p> <p>Us Online http://cms.lgfl.net/web/lgfl/ict/ks2 7 Interactive activities including evaluation of suitable websites for research.</p> |

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| <p>Communication and Collaboration</p> | <ul style="list-style-type: none"> • use online tools to exchange information and collaborate with others within and beyond their school and begin to evaluate their effectiveness • use a discussion forum / poll within the school's VLE, making purposeful contributions e.g. responding to another pupil's question and suggesting ways to develop a project further • send and receive group e-mails and be aware of the risk in accidentally 'replying to all' | <ul style="list-style-type: none"> • discuss the differences between an open blog and a VLE forum for a closed community • discuss the potential benefits for communication and what the risks might be of sharing personal details online from mobile devices and consoles via Bluetooth and internet (eg PSP, DS Lite , videophones etc) • be able to explain how they would respond to an online request for their personal details • understand the importance of appropriate online behaviour and that online (cyber-) bullying is unacceptable and will be sanctioned • know the importance of not deleting inappropriate electronic communications – saving them for evidence purposes • be aware that file sharing is usually illegal due to copyright laws and can also spread viruses • recognise their own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users | <p>Us Online http://cms.lgfl.net/web/lgfl/ict/ks2 7 Interactive activities addressing safe text messaging, online chat . Please note pupils need an LGFL log on to access this resource,</p> <p>KS 2 Safer Internet Day Assembly video. http://www.thinkuknow.co.uk/teachers/</p> <p>ThinkUKnow Cybercafe Lessons: 6 – chatting with care 7 – Using text and picture messaging 8 – behaving responsibly www.thinkuknow.co.uk/8_10/</p> <p>Internet safety video focusing on dangers of online messaging with strangers: 'You never know who you're talking to' (from Commack High School) http://www.youtube.com/watch?v=xZHq4CQekTY</p> <p>Create a 'Stay safe online' advice sheet for peers. RBKC design an e safety poster Use Publish+ resource to decide on suitable format for advice/leaflet</p> <p>Northamptonshire unit Y5 Email – Groups and Signatures http://tinyurl.com/esafety-nhants RBKC e safety assembly resource concerning giving out information</p> <p>Revisit 12 rules for responsible ICT use</p> <p>Pupils use Digital safety cards to discuss scenarios regarding e safety</p> <p>Use VLE to set up forums for pupils to add 'what would you do' conversations based on scenario cards</p> |
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| <p style="text-align: center;">Staying Safe</p> | <ul style="list-style-type: none"> • evaluate their own use of web-publishing tools and how they present themselves online • construct pages within VLE and / or the internet to publish their work for a chosen audience • select appropriate images and information for their personal profile / homepage on the VLE | <ul style="list-style-type: none"> • understand that you should not publish other peoples' material on the internet without their permission but you can hyperlink to their websites • compare publishing a 'personal homepage' on the internet eg via Bebo/ Facebook with the security of their VLE • be aware that people may not create honest profiles of themselves on social networking sites • understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school | <p>Us Online http://cms.lgfl.net/web/lgfl/ict/ks2 7 Interactive activities addressing choice of appropriate images and information for online profiles - 'My Face' activity Please note pupils need an LGFL log on to access this resource.</p> <p>Set up a school council/ class information page considering audience and its needs and visibility of the site.</p> <p>Use NEN gallery as safe searching image bank using the search functionality</p> |
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| | Key Skills | Knowledge and Understanding | Activities and Resources |
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| Research | <ul style="list-style-type: none"> confidently and efficiently use the internet as a tool for research and critically evaluate web sites use clues for where web content might originate from by looking at web address, author, other linked pages and domain ownership (e.g. easy who is) select copyright free images and sounds from sources such as LGFL audio network and NEN image gallery use a range of sources to check validity and recognise different viewpoints, critically evaluate the information they use, and understand some of the potential dangers of not doing so select UK or INTERNATIONAL search option as appropriate to the task search sensibly for images and video online with awareness that filtering can vary depending on setting in school and at home, avoiding advertising popups and other distractions | <ul style="list-style-type: none"> understand Wikis are multi-author web document s which have not always been verified know the meaning of common website extensions – such as .org, .net, ac, .gov and also https (used as secure servers for on-line banking and identified with a padlock) 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 understand the issues of plagiarism, copyright and data protection in relation to their work understand that the resources they find may be covered by copyright, and that not all information on the internet is legal to use or copy, even if sources are acknowledged describe possible impact of published content on an audience e.g. the use of advertising and how sites designed to persuade and influence | <p>Use hoax wiki contribution about helicopter shark</p> <p>RBKC validating websites resource</p> <p>Dog Island Free Forever: spoof website for evaluation www.thedogisland.com</p> <p>Northamptonshire unit Y6 Validating sites and weblogs http://tinyurl.com/esafety-nhants</p> <p>CyberQuoll Episode 5– ‘Trying it on’ (cyber marketing) and lessons 5.1-5.6 http://www.cyberquoll.com.au</p> <p>CyberQuoll Episode 5– ‘Kids in cyberspace’ (the big picture) and lessons 6.1-6.4 http://www.cyberquoll.com.au</p> <p>Northamptonshire unit Y6 Email – Searching and Copying in http://tinyurl.com/esafety-nhants</p> <p>Information Literacy materials on analysing websites, understanding web-extensions from http://novemberlearning.com/resources/information-literacy-resources/</p> |

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| <p style="text-align: center;">Communication and Collaboration</p> | <ul style="list-style-type: none"> • select appropriate tools to collaborate and communicate confidently and safely with others within and beyond their school • exchange and share ideas with a wider audience, and to evaluate their use of technology including the use of email, social networking, online gaming, and mobile phones and how they present themselves online • learn how to use the cc facilities when sending an e-mail and discuss when these should be used • develop their search skills so that they can find an e-mail that may have been stored or accidentally deleted • decide which online communication tool to use to best suit the purpose (Email, discussion forums, Wikis, multi user documents in the VLE, instant messenger, pictochat in Nintendo) • extend online publishing to using Podcasting sound and video, creating forums and polls and selecting and setting up RSS feeds | | <p>Create a guide sheet on how to present yourself online. Age appropriate websites related to topics.</p> <p>KS 2 Safer Internet Day Assembly video. http://www.thinkuknow.co.uk/teachers/</p> <p>‘You never know who you are talking to’ video http://www.youtube.com/watch?v=xZHq4CQekTY</p> <p>Clair’s story from CEOP (11-16) http://www.thinkuknow.co.uk/teachers/ Summer term – please note teachers need training and support to deliver this.</p> <p>Revisit 12 rules for responsible use and discuss in terms of school use and home use.</p> |
| <p style="text-align: center;">Staying Safe</p> | <ul style="list-style-type: none"> • demonstrate safe practice in selecting and uploading appropriate images, text, sound and video to the school VLE • independently use a range of strategies, selecting the most appropriate for the circumstances, to stay safe online | <ul style="list-style-type: none"> • understanding severity of the Impact on an individual of sending or uploading unkind or inappropriate content particularly when a wider audience views the content • understand and discuss the need to use privacy settings on social networking sites • understand the pitfalls of your site being linked from your friends’ social networking sites • understand that you should not publish other peoples’ pictures or tag them on the Internet without their permission • understand malicious adults use the internet to make contact and groom” young children” and how to report any suspicions (Think You Know REPORT ABUSE page) | <p>Let’s fight it together.Cyberbullying Childnet comprehensive teaching resources and video : http://www.digizen.org/</p> <p>Transition project supported by online publishing</p> <p>ThinkUKnow Cybercafe Lesson 9: Social Networking – Safe Profiling www.thinkuknow.co.uk/8_10/</p> <p>‘Think before you post’ video; http://www.youtube.com/watch?v=rvp-kZeoWW0</p> |

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