Resources and lessons plans saved on staffshare/ PSHE/Online Safety 2022

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk (the four Cs):

• content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

• contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.

• conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

• commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

Keeping Children Safe In Education (KCSiE), DfE 2021

The aim of the week is to develop a shared understanding, approach and language when teaching children about:

- Staying safe online
- Online conduct
- Sharing information
- Seeking help when it's needed

To support this we have:

- CEOPs Think U Know
- NSPCC Share Aware
- SCARF Online Safety
- Google's Be Internet Legends

Lesson Plans

- Teaching materials mainly taken from the recommended resources list from DfE's KCSiE document.

EYFS	Year 1	Year 2	Year 3	Year 4	Years 5	Years 6
CEOP Think U Know: Kim & Lee (1b, 2b, 6a&b, 8 & 9)	CEOP Think U Know: Hector Protector	CEOP Think U Know: Jessie & Friends	Be Internet Legends: Be Internet Sharp & Alert (pg 52-55) and Be Internet Secure & Kind (pg. 56-61)	CEOP Think U Know: Play, Like, Share	Be Internet Legends: Be Internet Sharp (pg. 62-64), Be Internet Alert (pg. 65-67), Be Internet Secure (pg. 68-71) & Be Internet Kind (pg. 72-74)	CEOP Think U Know: #Lifeskills & CEOP: Band Runner Think U Know Add On Unit
5 sessions	5 sessions	3 sessions	2 sessions	3 sessions	4 sessions	2 sessions & Add on session

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<u>Resources</u>

- Staff share → Curriculum → PSHE → Online Safety 2021/22
- Resources are for each unit – including lesson plans

EYFS

<u>EYFS learning objectives: CEOP Kim & Lee</u>

- To understand that people are not always who they say they are.
- To realise the importance of politeness and courtesy both on and off the internet.
- To know what action to take if they feel they may be in danger.
- To understand the uses of ICT inside and outside of school and to use it responsibly.
- To be aware of, and able to use, the rules for keeping safe on the internet.
- To understand the importance of sharing any concerns they may have when using online technology with a responsible adult.
- To be aware of how their behaviour affects other people.

KS1

<u>Year 1 learning objectives – CEOP Hector Protector</u>

1. **Details, details**
- To teach children that some information is precious or special because it applies just to them.
- To teach children that personal information is as valuable online as it is offline, and should therefore not be shared without a parent or teacher's permission.

2. **Welcome to the carnival**
- To teach children to understand that not everyone they meet is automatically trustworthy.
- To enable children to begin to identify the characteristics of people that are worthy of their trust and who can help them make positive choices to keep them safe.

3. **It's a serious game**
- To teach children to begin to understand some of the qualities that can be used to assess if a person is trustworthy.
- To help children to identify situations in which it is wise to turn to a trusted adult for help.

4. **The info gang**
- To enable children to understand that their emotions can be a powerful tool to help them assess unsafe situations.
- To ensure that children can identify some of the physical sensations that alert us to unsafe situations.

5. **Heroes**
- To ensure that children understand the importance of checking with an adult before participating in the online environment.
- To encourage children to be open about their online experiences with a trusted adult.

<u>Year 2 Learning Objectives - Jessie & Friends</u>

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1. Watching Videos

To understand what being online may look like, the different feelings we can experience online and how to identify adults who can help.

2. Sharing pictures

To understand that photos can be shared online, the importance of seeking permission before sharing a photo and how to identify and approach adults who can help.

3. Playing games

To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.

KS2

Year 3 learning objectives – Be Internet Legends by Google

- To know about different online scams, including what 'phishing' means.
- To respect online privacy boundaries for themselves and others
- To seek or ask for help if they or others feel unsafe online
- To manage and respond in a healthy and safe way to hurtful online behaviour
- To know how to make strong passwords to secure their information online
- To know ways in which they can be 'kind' to others online.
- To know what having a positive digital footprint means

Year 4 Learning Objectives – CEOP Play, Like, Share

- 'Block him right good, Alfie!'
- To identify and explain some risks in sharing videos publicly.
- To explain what privacy settings are used for and how they can help.
- To recognise when something encountered online 'doesn't feel right'.
- To identify and resist pressurising and manipulative behaviour.
- To give examples of how a child's online actions can affect others.

- 'Who's Magnus?'
- To give examples of content which may be appropriate or inappropriate to share online.
- To explain the possible consequences of sharing without consent.
- To identify appropriate people to turn to for help.

- 'They have fans but we have friends'
- To identify different tactics someone might use to manipulate another person online.
- To explain what to do if someone tries to pressure or manipulate them.
- To share ideas about how technology can be used positively.

Year 5 learning objectives – Be Internet Legends by Google

- To be a critical consumer while online
- To develop respectful, empathetic and healthy online relationships.
- To develop safe habits online, including the importance of protecting personal information
- To know how to protect their online reputation
- To work out whether information online is true and reliable
- To know ways in which they can start to build a positive digital footprint

Year 6 learning Objectives – CEOP #Lifeskills

1. Self esteem

- To learn about self-esteem and confidence in terms other than appearance
- To understand what flattery might look like
- To recognise characteristics they like about themselves
- To share a compliment based on personality to someone else

2. Positive and Unhealthy Attention

- To learn about the concept of good and bad attention
- To identify examples of different types of attention.
- To share examples about when they have demonstrated good attention behaviours.
- To explain what they might do in their lives to focus more on good attention.

3. Band Runner (Stand-alone add on unit)

- To distinguish between safe and unsafe behaviours online
- To articulate advice on how children can stay safe online
- To find the Thinkuknow 8-10s website and locate advice and support pages

Sessions Covered in PPA Lessons

Year 1 PSHE Learning Objectives – DigiDuck

- H11. About different feelings that humans can experience
- H12. how to recognise and name different feelings
- R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- L1. about what rules are, why they are needed, and why different rules are needed for different situations
- L8. about the role of the internet in everyday life

Year 1 PSHE Learning Objectives –Smartie The Penguin

- H9. Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- H28. about rules and age restrictions that keep us safe
- H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

- R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
- R14. that sometimes people may behave differently online, including by pretending to be someone they are not
- L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
- L9. that not all information seen online is true

Year 3 PSHE Learning Objectives – SCARF

1. None of Your Business

- HW22. The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and other

2. Super Searcher

- LWW17. To explore and critique how the media present information

Year 4 PSHE Learning Objectives – SCARF

1. Crack the Code

- HW21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)
- R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)
- LWW6. To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities

2. Picture Wise

- HW22. The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- HW21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)
- R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)
- LWW6. To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities

Year 5 PSHE Learning Objectives – SCARF

1. Risk & Consequences

- HW22. The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and other

2. Spot Bullying Online

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- HW21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)
- LWW6. To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)

Year 6 PSHE Learning Objectives – SCARF

1. Facebook Friends

- LWW17. To explore and critique how the media present information

2. Think before You Click

- HW22. The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

3. To Share or Not to Share

- HW22. The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

4. Traffic Lights

- HW21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)
- HW22. The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others