

# Online Safety at Gayhurst

# Computing Curriculum

# S

## Stay Safe

Don't give out your personal information to people / places you don't know.



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# M

## Don't Meet Up

Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.



# A

## Accepting Files

Accepting emails, files, pictures or texts from people you don't know can cause problems.

# R

## Reliable?

Check information before you believe it. Is the person or website telling the truth?



# T

## Tell Someone

Tell an adult if someone or something makes you feel worried or uncomfortable.



Top Tips based on resources from [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

# Computing Curriculum

## Year 1

Unit	Aims	Success criteria	Unit End Outcomes
1.1 – Online Safety and Exploring Purple Mash	<ul style="list-style-type: none"><li>• To log in safely.</li><li>• To start to understand the idea of 'ownership' of their creative work.</li></ul>	<ul style="list-style-type: none"><li>• Pupils can log in to Purple Mash using their own login.</li><li>• Pupils have created their own avatar and understand why they are used.</li><li>• Pupils can add their name to a picture they created on the computer.</li><li>• Pupils are beginning to develop an understanding of ownership of work online.</li><li>• Pupils can save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work.</li></ul>	<p><b>Emerging:</b> With support, pupils demonstrate an awareness of online safety using their own private usernames and passwords for Purple Mash (Unit 1.1 Lesson 1. Point 6). This can be assisted by using printed login cards. Pupils take ownership of their work and save this in their own private space (Unit 1.1 Lesson 1. Point 16).</p> <p><b>Expected:</b> Pupils demonstrate an understanding of the importance of online safety, using their own private usernames and passwords for Purple Mash (Unit 1.1 Lesson 1. Point 6).</p> <p>Most pupils will be able to demonstrate an understanding of the reasons for keeping their password private including talking about the meaning of 'private information' (Lesson 1) and actively demonstrate this in lessons (Throughout all lessons in Unit 1.1).</p> <p>Pupils take ownership of their work and will be able to save their work, using a memorable file name, to their own personal space on Purple Mash and understand that this can be retrieved later Unit 1.1 Lesson 1 Point 18.</p>

# Computing Curriculum

## Year 6

Unit\Lesson	Aims	Success criteria	Unit End Outcomes
6.2 – Online Safety	<ul style="list-style-type: none"> <li>Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location.</li> <li>Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon.</li> <li>Identify the benefits and risks of giving personal information and device access to different software.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have used the example game and further research to refresh their memories about risks online including sharing location, secure websites, spoof websites, phishing and other email scams.</li> <li>Pupils have used the example game and further research to refresh their memories about the steps they can take to protect themselves including protecting their digital footprint, where to go for help, smart rules and security software.</li> </ul>	<p><b>Emerging:</b> Pupils can refer to the SMART rules to guide them online. They can navigate networks within Purple Mash (Work folders, class folders and group folders), the local network (school) and the Internet (using as a source for research or leisure time). They use these networks to collaborate with support using Purple Mash tools such as 2Write and 2Connect.</p> <p>They can use search tools and have an awareness of the need to select sources carefully.</p> <p>They can recognise features online that are risks and those that exist to protect them (lesson 1). Pupils are aware that their actions online have an impact not only on themselves but on others as well. They know to ask for help if they are worried or distressed by something online.</p> <p><b>Expected:</b> Pupils have a good knowledge of the benefits and risks to working collaboratively. They have no trouble navigating networks within Purple Mash (Work folders, class folders and group folders), the local network (school) and the Internet (using as a source for research or leisure time). They use these networks to collaborate using Purple Mash tools such as 2Write, 2Connect and 2Blog and can use a variety of networked devices such as</p>



# Computing Curriculum

Unit\Lesson	Aims	Success criteria	Unit End Outcomes
	<ul style="list-style-type: none"> <li>To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.</li> <li>To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.</li> <li>To begin to understand how information online can persist and give away details of those who share or modify it.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils understand how what they share impacts upon themselves and upon others in the long-term.</li> <li>Pupils know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander.</li> <li><b>Extension:</b> Pupils' actions demonstrate that they also feel a responsibility to others when communicating and sharing content online.</li> </ul>	<p>webcams, online tools, printers, and tablets in a connected way for their educational benefit.</p> <p>Pupils can use search tools and routinely try to verify the validity and reliability of their sources. They look for corroborating sources for information and enter keywords that help them to choose the best results.</p> <p>Pupils demonstrate an understanding of their responsibility to others as well as to themselves when communicating and sharing content online. They can identify a variety of risks and benefits of technology (lessons 1 and 3). They feel confident in having strategies to help them promote a positive online image of themselves in their digital footprint.</p> <p>Pupils can identify location sharing as a risk to online safety in lesson 1 and could relate this to work done on protecting their identifying private information.</p> <p>Pupils were able to identify the padlock and https as aids to the online safety in lesson 1 and could explain what these means referring to the work that they did on this in previous years' online safety units.</p> <p>Pupils' work in lesson 1, indicates that they have a clear understanding of terms such as Computer virus, Location sharing, phishing scams, spam email, Malware and Identity theft. In lesson 2, they make sensible contributions to the question of what risks</p>

# Computing Curriculum

Unit\Lesson	Aims	Success criteria	Unit End Outcomes
	<ul style="list-style-type: none"> <li>To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.</li> <li>To identify the positive and negative influences of technology on health and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities.</li> <li>Pupils can give reasons for limiting screen time.</li> <li>Pupils can talk about the positives and negative aspects of technology and balance these opposing views.</li> <li><b>Extension:</b> Pupils have an internalised in-depth understanding of the risks and benefits of an online presence.</li> </ul>	<p>there are when installing an App and the possible risks hidden in the small print.</p> <p>Pupils' work as digital footprint detectives in lesson 2 demonstrates that they understand the impact of a positive and negative digital footprint and how to take control of their own online virtual image.</p> <p>Most pupils can balance the positive impact of technology with the reasons for limiting screen time that include the effect on physical and mental health. In lesson 3, they were able to reflect on their own screen time and collective class screen time and begin to make informed decisions about when to limit their own screen time</p> <p>Having studied this aspect in depth in year 5 (lesson 3), pupils routinely include citations in their research work across subjects. They also take care to credit the artist when using images from the Internet. In lesson 2, as part of the discussion surrounding digital footprints, pupils explored the existence of metadata to track the source of images.</p> <p>Having studied this aspect in depth in year 5 (lesson 2, step 11+ and lesson 3, step 6+), pupils take care to credit the artist when using images from the Internet and know how to explore the rights and permissions associated with an image online. They can explain the difference between copyright and privacy and are mindful of both aspects when working with images.</p> <p>Most pupils can make informed choices when communicating online for example selecting the appropriate form of</p>

# PSHE Curriculum

## Puzzle 5 - Relationships Puzzle Map - Ages 9-10

### Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta'  
Piece 6: Internet Safety Poster



Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Recognising Me	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know how to keep building my own self-esteem	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Mini- whiteboards and pens or paper and pens, Paper and pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Safety with Online Communities	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Labels for the online safety game (Safe, Unsafe, I'm not sure), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Being in an Online Community	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint slide: Different online communities Flipchart and pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. Online Gaming	I know there are rights and responsibilities when playing a game online	I can recognise when an online game is becoming unhelpful or unsafe	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint slide 'How many gamers?', PowerPoint slide 'Mia's story', Game cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. My Relationship with Technology: screen time	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script Mini whiteboards and pens/or paper and pens, Countdown timer (can be easily sourced online), PowerPoint slide: Mason's story, PowerPoint slide: 'Are you having too much screen time?', Screen time solutions resource, Screen time log (optional), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know and show what makes a good relationship	6. Relationships and Technology  Assessment Opportunity ★ Puzzle outcome: Internet Safety Poster (staying safe and happy online)	I can explain how to stay safe when using technology to communicate with my friends	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint of text messages, PowerPoint slide of 'Clare', PowerPoint slide 'Staying Safe and happy online', Paper and pens for poster designs, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.



# Parent Toolkit



Mary Rebelo • 17h

## Parents Online Safety updated Feb 2024

Click on each resource to access the links

### useful info about Childrens apps

#### WhatsApp guide



#### Tailored advice for your family



#### Parent Zone



### Activities and websites for young people

#### Binge watching and where it takes us



#### Jessie and friends - excellent to follow up at home



#### Quiz to try with your child



### News and background info

#### How poisonous is WhatsApp?



#### Online Harms Bill



#### End of free speech online?



### Safe settings

#### Book to purchase about supporting autistic children with being online



#### Safe Checklist



### Reporting routes

#### CEOP report



#### Report harmful content tool



#### Report remove tool





What does your child  
love doing online?  
What services and  
devices do they use?



The online world can be exciting and inspiring. It has lots of opportunities to offer young people. It is important to manage and minimise the associated risks.



# Conduct

Online behaviour & sharing



Children need to be aware of the impact that their online activity can have on both themselves and others, and how other people may perceive them because of what they say and do online.



It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information, photos and videos that they may have posted.



When using the internet, it's important to keep personal information (that could identify who they are) safe and not share it with strangers.





# Content

What children see online



**Some online content is not suitable for children and may be hurtful or harmful. This is true for content accessed and viewed via social media, online games, streams and websites.**



**Live comments and chats alongside other content including videos, streams and games can be hurtful, harmful or unreliable.**



**It's important for children to consider the reliability of online material and be aware that it might not be true or written with a bias. Photos and videos can also be edited or inaccurate.**







# Contact

Online communication



**It is important for children to realise that new friends made online may not be who they say they are and that once a friend is added to an online account, you may be sharing your personal information with them.**



**If you have concerns that your child is, or has been, the subject of inappropriate sexual contact or approach by another person (including, but not limited to, a request to meet up or a request for images/videos), it's vital that you report it to the police via:**



**Child Exploitation and Online Protection Centre ([www.ceop.police.uk](http://www.ceop.police.uk)).**

# Online bullying

Also known as 'cyberbullying' - takes place online or using technology.



Cyberbullying can happen in many different ways including unkind messages or comments, the sharing of embarrassing photos or exclusion from group chats.



Children need to understand that their online actions can be just as hurtful as offline actions and that seeking to deliberately hurt or upset someone is always unacceptable.

# Nudes and sexting

**Sexting is taking and sharing a nude, partially nude or sexually explicit image or video.**



If the person in the image is under-18 then it **breaks the law**. The Protection of Children Act states that it is illegal to create, distribute or possess an indecent image of a child, including images or videos taken by the child themselves (e.g. selfies).



The police take a common sense approach and are not seeking to criminalise young people, but do have a duty of care if asked to investigate.



In the online world, content can get very far, very quickly and young people may lose control of who else sees their image. Knowing an image has been seen by others can be very difficult and traumatic for a young person to experience.



Sexting is a risk even for younger children. A child with access to a device, who can take a photo and send it on, may not understand the possible consequences and just think they're being funny.





## Advice on online contact and grooming

Discuss online friendship with your child - make sure they understand that a person they've never met face-to-face is still a stranger. Discuss what kinds of information they should avoid sharing with strangers.

Ensure they know they can come to you if they have any worries or concerns.

**If you have an suspicions whatsoever about someone who is in contact with your child online then report it to CEOP.**

**You will be shown how to report to CEOP later in this presentation.**



# Advice on nudes and sexting

Discuss sexting with your child - ensure they know that once this kind of content gets out there, it's very difficult to get it back and the consequences of this can be very upsetting.

Make sure they know they can talk to you if they have any concerns or worries.  
Try to remain reassuring and non-judgemental.

With younger children, discuss which parts of their body should be kept private.



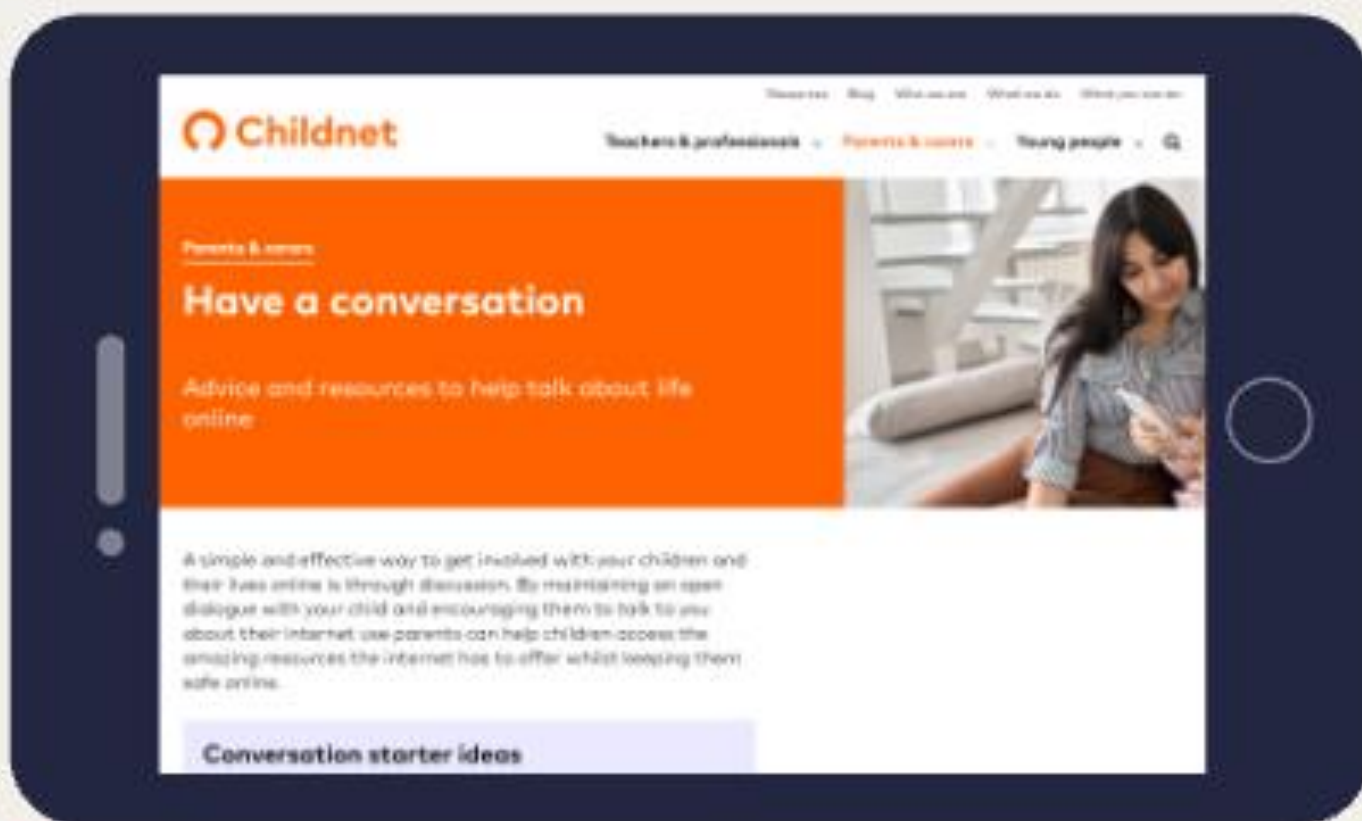
**Do** seek advice from your child's school if you need further support.



**Do** report to the Police or CEOP if you have any suspicions about the involvement of an adult or think your child has been coerced.

An open and honest dialogue with your child is absolutely key.

Talk to them about their internet use and let them know they can talk to you.

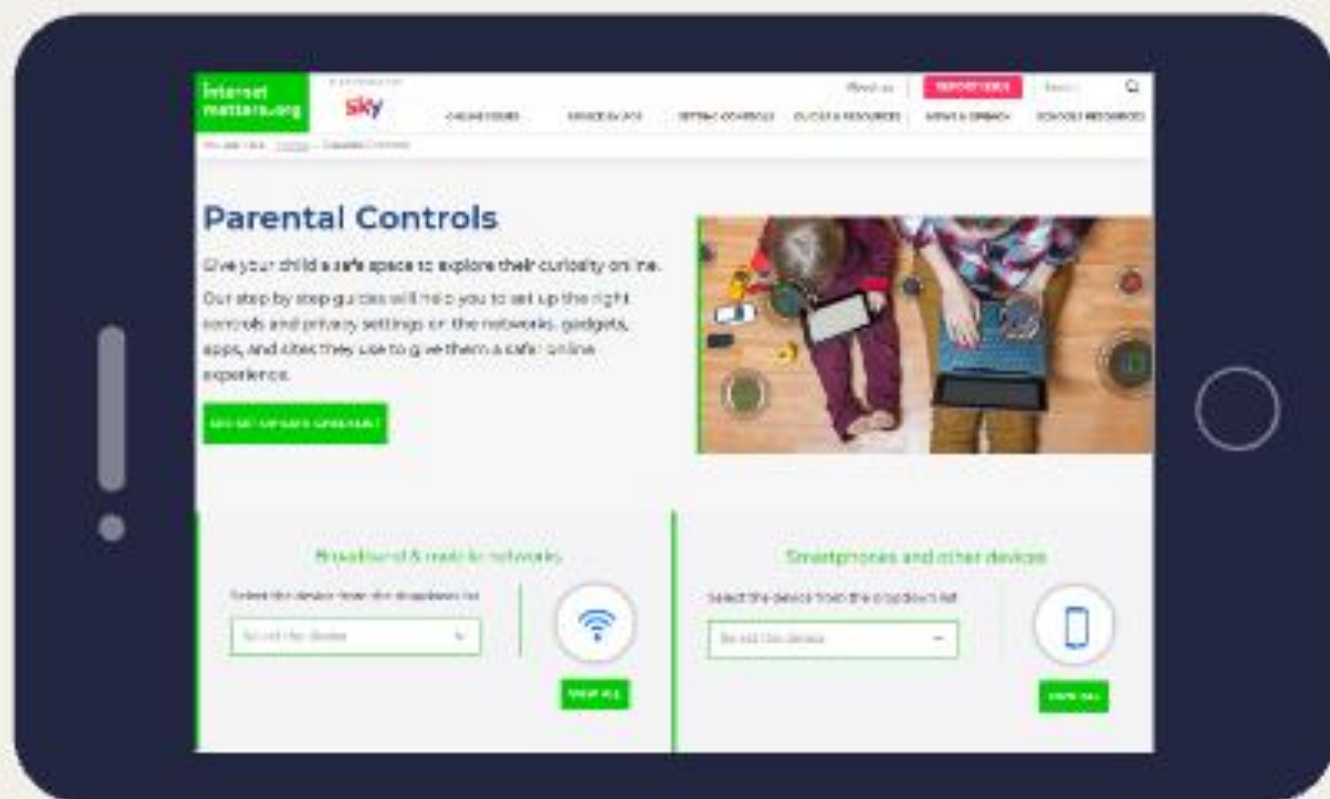


[childnet.com/parents-and-carers/have-a-conversation](https://childnet.com/parents-and-carers/have-a-conversation)

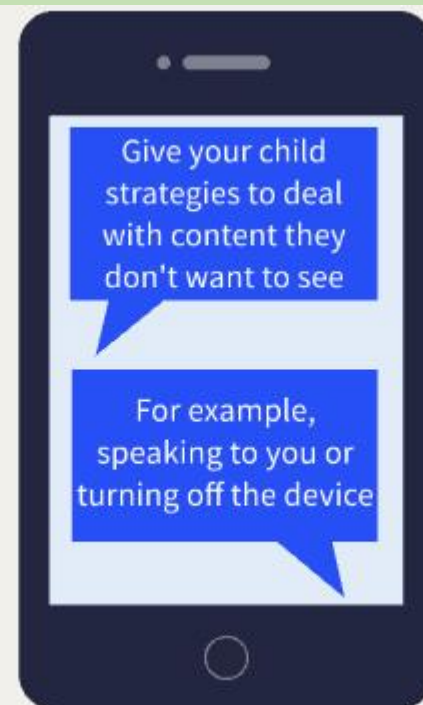
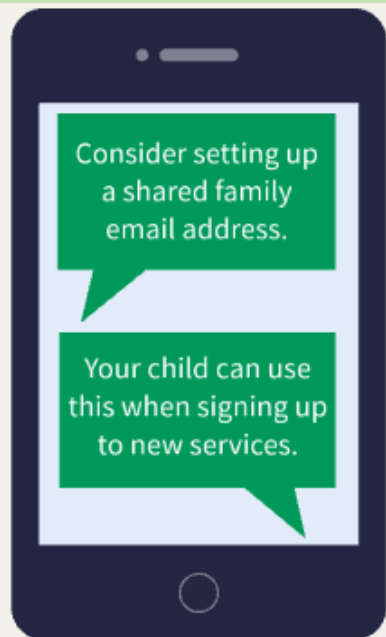


Filtering software  
and settings can  
help block  
unwanted content.

Look at filters on  
individual devices  
and from mobile &  
internet providers



[internetmatters.org/parental-controls/](https://internetmatters.org/parental-controls/)





## Start on a positive note...

What do you like most about the internet and why?  
What's your favourite game/app/site?

Do you like to be creative online?  
What have you created?

(It could be anything from a picture or video to creating their own games, sites or apps.)

The internet offers brilliant opportunities for making connections with others. Who do you like to keep in touch with online and what apps/-services do you use?



## Keep the conversation going...

Do you have any tips for how to be positive and show respect online?

What could you do if someone online is making you or someone you know feel worried or upset?

How might you know if you are using the internet/technology too much?

How does the internet make you feel? Do different apps/games makes you feel differently?

Do you know where to go for help, where to find safety advice and how to use safety tools on your favourite apps and games?

Help me!  
Can your child show you how to do something better/safer online?