

E-safety Long Term Plan

	Objectives	Activity	Jessie and Friends resources
Reception	To understand what being online may look like, the different feelings we can experience online and how to identify adults who can help.	<ul style="list-style-type: none"> • Activity 1 – identify feelings • Activity 2 – Identify adults who can help • Song activity • Storybook activity • Creative- design a t shirt <p>Extra</p> <ul style="list-style-type: none"> • Challenge activity 1 	<p>Resources</p> <ul style="list-style-type: none"> — <i>Jessie & Friends: Watching Videos</i> animation — <i>Jessie & Friends: Watching Videos</i> storybook — Flipchart paper — Picture – Jessie (page 21) — Worksheet – Jessie’s facial expressions (page 22) — Worksheet – Jessie’s facial expressions [SEND] (page 23) — Plain paper or ‘Help hand’ outline (page 24) <p>Resources for Extension/recap activities (optional)</p> <ul style="list-style-type: none"> — Challenge activity 1 (pages 25-26) — Song sheet 1 (page 27) — The Funny Tummy Song - Actions
Year 1	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.	<ul style="list-style-type: none"> • Activity 1 – What might happen if we share a photo? • Activity 2 – What should Kyle do? • Activity 3 – Asking for help • Song activity • Storybook activity • Creative – poster <p>Extra</p> <ul style="list-style-type: none"> • Challenge activity 2 	<p>Resources</p> <ul style="list-style-type: none"> — <i>Jessie & Friends: Sharing Pictures</i> animation — <i>Jessie & Friends: Sharing Pictures</i> storybook — Picture - camera (page 36) — Picture - Meena and Javi (page 37) — Picture - Jessie, Tia and Mo (page 38) — Cut-outs - Tia (page 39) — Picture - Kyle (page 40) — Plain paper or ‘Help hand’ outline (page 41) — Sentence openers (page 42) <p>Resources for Extension/recap activities (optional)</p> <ul style="list-style-type: none"> — Challenge activity 2 (page 43) — Song sheet 2 (page 44) — The Funny Tummy Song - Actions to accompany the chorus (page 45) — Worksheet - Funny tummy song fill in the gaps (page 46) — Poster template (page 47)

	Objectives	Activity	Jessie and Friends resources
Year 2	<p>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.</p> <p>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.</p>	<p>Session 1</p> <ul style="list-style-type: none"> • Activity 1 – personal information • Activity 2 – When something doesn't feel right • Activity 3 – Getting help <p>Session 2</p> <ul style="list-style-type: none"> • Activity 1- understanding manipulative behaviour • Activity 2 – secret or surprise? • Activity 3 – how to tell a trusted adult • Song activity • Storybook activity • Vocabulary creating • Rhyming worksheet • Design their own avatar <p>Extra</p> <ul style="list-style-type: none"> • Challenge activity 3 	<p>Resources (session 1)</p> <ul style="list-style-type: none"> — <i>Jessie & Friends: Playing Games</i> animation — <i>Jessie & Friends: Playing Games</i> storybook — Flipchart paper and pens — Post-it notes — Picture – Tia and Jem (page 59) — Picture – Mo (page 60) — Mo's items 1-4 (pages 61-64) — Worksheet – Mo's warning signs (page 65) — Cut-outs – answers (page 66) — Plain paper or 'Help hand' outline (page 67) — Sentence openers (page 68) <p>Resources (session 2)</p> <ul style="list-style-type: none"> — <i>Jessie & Friends: Playing Games</i> animation — <i>Jessie & Friends: Playing Games</i> storybook — Picture - Jessie, Tia and Mo (page 69) — Worksheet - Manipulative behaviour matching exercise (page 70) — Picture - Shhhh emoji (page 71) — Worksheet - Surprise/secret scenarios (page 72) — Worksheet - Asking for help (page 73) — Plain paper <p>Resources for Extension/recap activities (optional)</p> <ul style="list-style-type: none"> — Challenge activity 3 (page 74) — Song sheet 3 (page 75) — The Funny Tummy Song - Actions to accompany the chorus (page 76) — Worksheet - Rhyme activity (page 77)

	Objectives	Activity	Play, like, share resources
Year 3	<p><u>Level 1 session 1</u></p> <ul style="list-style-type: none"> • Recognise when something encountered online ‘doesn’t feel right’ • Identify and resist pressurising and manipulative behaviour • Identify some risks of sharing photos, videos and comments publicly • Explain what privacy settings are used for and how they can help • Give examples of how a child’s online actions can affect others <p><u>Level 1 session 2</u></p> <p>Give examples of content which may be appropriate or inappropriate to share online</p> <ul style="list-style-type: none"> • Explain the possible consequences of sharing without consent • Identify appropriate people to turn to for help <p><u>Level 1 session 3</u></p> <ul style="list-style-type: none"> • Identify different tactics someone might use to manipulate another person online • Explain what to do if someone tries to pressure or manipulate them • Share ideas about how technology can be used positively 	<p><u>Level 1 session 1</u></p> <p>Warning signs Alfie’s feelings Privacy settings Being kind to others online Character profiles</p> <p><u>Level 1 session 2</u></p> <p>What is ok to share? Who to turn to for help Creating a support circle</p> <p><u>Level 1 session 3</u></p> <p>Recognising manipulative tactics Help them stay safe Positive use of technology</p>	<p><u>Session 1</u></p> <ul style="list-style-type: none"> • Character social profiles – 1 x Ellie, 1 x Alfie, 1 x Sam (Pages 48-50) Printed on A3 paper. • Episode 1 of <i>Play Like Share</i> • ‘Warning signs’ cards (optional – for differentiation) (Page 51) • Level 1 Workbook – 1 per child (Page 71) • Character profiles to be read by teacher (Page 53) • Pair of boy’s shoes. Alternatively use Alfie’s shoes picture (Page 52) • Display board paper (large enough to draw round child), pens and sticky tack • A means to choose names randomly e.g. out of a hat/lolly sticks • Sticky notes <p><u>Session 2</u></p> <ul style="list-style-type: none"> • Episode 2 of <i>Play Like Share</i> • Level 1 Workbooks • Single set of ‘Someone who...’ signs (Page 54-61) • Yes and No signs (Page 62-63). Sticky tack • Create your own Support Circle sheets – 1 per child (Page 64) • Small ball/beanbag to be passed between children <p><u>Level 1 Session 3</u></p> <ul style="list-style-type: none"> • Episode 3 of <i>Play Like Share</i> • Level 1 Workbooks • Chat Worksheet 1 and Chat Worksheet 2 (Page 65 and 66) – one per pair • One set per pair of 4 different coloured pens or pencils • A3 paper • Small ball/beanbag to be passed between children

	Objectives	Activity	Play, like, share resources
Year 4	<p><u>Level 2 session 1</u></p> <ul style="list-style-type: none"> • Identify and explain some risks in sharing videos publicly • Explain what privacy settings are used for and how they can help • Recognise when something encountered online ‘doesn’t feel right’ • Identify and resist pressurising and manipulative behaviour • Give examples of how a child’s online actions can affect others <p><u>Level 2 session 2</u></p> <ul style="list-style-type: none"> • Give examples of content which may be appropriate or inappropriate to share online • Explain the possible consequences of sharing without consent • Identify appropriate people to turn to for help <p><u>Level 2 session 3</u></p> <ul style="list-style-type: none"> • Identify different tactics someone might use to manipulate another person online • Explain what to do if someone tries to pressure or manipulate them • Share ideas about how technology can be used positively 	<p><u>Level 2 session 1</u></p> <p>Making and sharing videos Alfie’s videos Privacy settings Being kind to others online</p> <p><u>Level 2 session 2</u></p> <p>What is ok to share? Ellie’s support circle Who to turn to for help Creating a support circle</p> <p><u>Level 2 session 3</u></p> <p>Who is Magnus? Spotting manipulative tactics Help them stay safe Positive use of technology</p>	<p><u>Level 2 Session 1</u></p> <ul style="list-style-type: none"> • Character social profiles – 1 x Ellie, 1 x Alfie, 1 x Sam (Pages 48-50) Printed on A3 paper • Episode 1 of <i>Play Like Share</i> • Level 2 Workbooks – 1 per child (Page 81) • One set of character profile cards (Page 53), cut up • A means to choose names randomly, e.g. out of a hat/lolly sticks • Sticky notes <p><u>Level 2 session 2</u></p> <ul style="list-style-type: none"> • Episode 2 of <i>Play Like Share</i> • Level 2 Workbooks • Single set of ‘Someone who...’ signs (Pages 54-61) • Yes and No signs (Pages 62-63). Sticky tack • Create your own Support Circle sheets – 1 per child (Page 64) • Small ball/beanbag to be passed between children <p><u>Level 2 session 3</u></p> <ul style="list-style-type: none"> • Episode 3 of <i>Play Like Share</i> • Level 2 Workbooks • Chat Worksheet 3 and Chat Worksheet 4 (Page 68 and 69) – one per pair • One set per pair of 4 different coloured pens or pencils • A3 paper • Small ball/beanbag to be passed between children

	Objectives	Activity	Play, like, share resources
Year 5 – play	<p><u>Extension 1</u></p> <ul style="list-style-type: none"> • Identify a range of ways the internet can make young people feel about themselves • Explain how some specific factors can influence self-esteem: <ul style="list-style-type: none"> worrying about what others think; • comparing to others; body image; feeling left out • Identify ways to boost self-esteem <p><u>Extension 2</u></p> <ul style="list-style-type: none"> • Identify several different forms advertising can take online • Explain companies can target advertising online • Explore how online adverts can make people feel • Identify ways to avoid seeing too many adverts online <p><u>Extension 3</u></p> <ul style="list-style-type: none"> • Explain why it is important to keep your password safe • Identify what makes a strong password • Give examples of strong and safe passwords <p><u>Extension 4</u></p> <ul style="list-style-type: none"> • Identify a range of ‘warning signs’ that an individual might be seeking to harm them • Identify several things it is risky to do when chatting online • Give examples of how to avoid taking risks online • Explain what to do if anything ever happens that worries them, including how to report to CEOP 	<p><u>Extension 1</u></p> <p>Valuing others How being online makes Sam feel Help Sam feel better</p> <p><u>Extension 2</u></p> <p>Where do we see adverts online? How does targeted advertising work? How do adverts make you feel?</p> <p><u>Extension 3</u></p> <p>Strong and safe passwords How to choose a safe and strong password</p> <p><u>Extension 4</u></p> <p>Recognising manipulative tactics Identifying risky actions Choosing a safe username How to get help</p>	<p><u>Extension 1</u></p> <ul style="list-style-type: none"> • Sam’s Feelings Worksheet (Page 94) • Paper/White board • Pens <p><u>Extension 2</u></p> <p>Before the session, make screenshots of age-appropriate examples of the following types of online advert, and make enough sets for children to use in small groups:</p> <ol style="list-style-type: none"> 1. Advert on a website 2. Pop-up advert (e.g. use a screenshot of the ‘Need More Power?’ ad in <i>Play Like Share</i>) 3. Video advert (e.g. on a video streaming site) 4. A famous vlogger holding up a product they are endorsing 5. Email advertising a product <ul style="list-style-type: none"> • Advertising Online Worksheet (Page 97) – one per child <p><u>Extension 3</u></p> <ul style="list-style-type: none"> • Paper and pens • Sticky tack <p><u>Extension 4</u></p> <ul style="list-style-type: none"> • Spot the Tactics (Level 1 Workbook, Page 7) - enough for pairs. Children should have already completed this activity in Session 3 – this is a repeat/recap. • Jennycat Worksheet (Pages 98-99) or Alexgamester Worksheet (Pages 100-101) – enough for pairs. Read both and choose which is most relevant for the children you work with. Make enough copies for individuals or pairs. (Note that you could decide to run a follow up session based on the other chatlog, if you feel children would benefit.) • CEOP Reporting Button image (Page 102) – one copy • Coloured pencils

	Objectives	Activity	Band Runner Resources
Year 6	<ul style="list-style-type: none"> • Distinguish between safe and unsafe behaviours online • Feel confident to seek help from a trusted adult when they need it • Gain familiarity with the Thinkuknow 8-10s website, and know how they could • use it to seek advice and support 	<ul style="list-style-type: none"> • Class competition to get the best score • Explore the 'Stay Safe' pages of the Thinkuknow 8-10s website • Prepare a presentation • Take a quiz • Make a quiz 	<ul style="list-style-type: none"> • Band runner • Enough devices for children to work independently or in pairs. • Access the game here: www.thinkuknow.co.uk/8_10. • Pg 9 After Playing Activities