

OUR ONLINE SAFETY CURRICULUM

Term 1: Our online safety theme this term is **'Self-Image and Identity.'** We will be exploring how our offline and online identities are shaped and how media impacts on gender, stereotypes, and our emotions. We will discuss our own identities and how people represent themselves in different ways online whether this is real or edited and how this can affect our own behaviour.



ProjectEvolve

To support this, you could try some self-esteem activities...

<https://biglifejournal.com/blogs/blog/self-confidence-building-activities>

9 SELF-CONFIDENCE BUILDING ACTIVITIES FOR STUDENTS

1 LETTER TO YOURSELF

Understanding and accepting yourself are key to developing self-esteem, as is the ability to reflect. Writing letters to themselves can help children build these essential abilities.



2 TRANSFORMING NEGATIVE SELF-TALK ACTIVITY

Learning to recognize what triggers negative self-talk and how to reframe these thoughts positively is a powerful way to overcome these thoughts and boost confidence.

- Divide a sheet of paper into three columns.
- In the middle, students list negative self-talk they find themselves using.
- In the column on the left, list situations or thoughts that trigger the negative self-talk in the middle.
- Finally, students write a positive statement in the right column to replace the negative statement on the left.



3 CERTIFICATE OF RECOGNITION

This activity trains the brain to look for the positive and celebrate even small achievements and accomplishments.

- Assign each student a classmate to observe for a week.
- Keep the identity of the person they're observing a secret.
- At the end of the week, students make a Certificate of



4 GRATITUDE JOURNAL

Intentionally noticing the positive in others and in the world around them helps children notice the positive in themselves too.

- Students can write in gratitude journals daily or weekly.
- Simply ask students to list these things they felt grateful for each day or week.
- Have class-wide discussions about gratitude using the gratitude journals at least 2-3 times monthly.



5 GOALS JOURNAL

Setting and achieving goals (or even making significant progress toward them) is a major confidence boost for children of all ages.

- Have students record one measurable, achievable goal in their journal.
- Students should also write down how they will know when they've achieved their goal, and what steps they'll need to take to get there.
- Finally, write down potential obstacles and a plan for what they will do if the obstacle arises.
- At the end of each week, have students record their progress toward the goal.



7 ACHIEVEMENTS COLLAGE

- Start by asking students to make a list of their "wins" or achievements so far in life.
- Once the list is complete, have students create a collage of their achievements on a sheet of poster board.
- Provide magazines for children to cut pictures from, or ask them to bring in items or photos from home.



8 "I AM" ACTIVITY

Intentionally noticing the positive in others and in the world around them helps children notice the positive in themselves too.

- Students draw a picture of themselves in the center of a sheet of paper.
- Around the picture they write roles that define them.
- In a wider circle around the picture and the roles, students write positive traits to describe themselves.



9 PRACTICE YOGA

Yoga is an activity that focuses on personal growth rather than comparison. Strengthening the mind-body connection, getting active, and increasing the flow of endorphins also leads to positive feelings and improved self-esteem.



This term we will be focusing on the 'S' in our online safety SMART rules.

Talk to your child about what they understand this to represent. What do they know?

BE SMART ONLINE

S SAFE Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too. Keep them safe to keep yourself safe.

M MEET Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you then tell an adult straight away and report them together on www.thinkuknow.co.uk

A ACCEPTING Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) as you never know where they may lead to or they may contain viruses. Do not accept something if you are unsure of who the person is or what they've sent you.

R RELIABLE You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found.

T TELL Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childline – 0800 11 11 or www.childline.org.uk

BE SMART WITH A HEART Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens online.

WWW.CHILDNET.COM

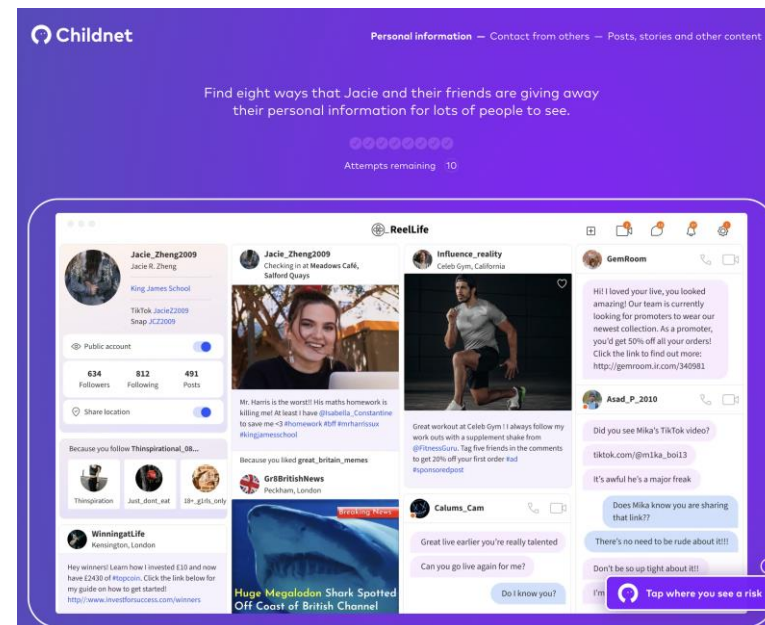




Take this BBC online digital footprint quiz!
<https://www.bbc.com/ownit/its-personal/digital-footprint-quiz>



If your child is 9 or above, they could have a go at this online game
<https://apps.childnet.com/reellife/>
'ReelLife' encourages young people to think about the posts they may share, the messages they may receive, as well as the content which they may see on social media.



Some tips about technology from NOS...

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

Top Tips for SETTING BOUNDARIES AROUND GAMING

If your child loves video games, then you'll probably be aware that how long they spend gaming – and what they're actually playing – can occasionally become a source of concern or conflict. The UK's trade body for interactive entertainment, UKiE, has recently launched a campaign to promote safer and more responsible gaming among young people – with parents and carers helping by setting sensible and fair boundaries. Our guide has tips on key areas where you could agree some healthy ground rules for your child's gaming activity.

PROMOTE SAFER GAME CHOICES

Deciding which online games are OK – and which should be avoided – is tricky. Some titles allow children to cooperate or compete with strangers, which creates potential risks. Watching your child play online for a while could provide more insight into a particular game, while the parental controls on most consoles allow you to limit who can chat to your child or send them friend requests. Mentored your child on the hazards around strangers online when you discuss this boundary with them.

ENCOURAGE REGULAR BREAKS

Help your child understand the need to take regular breaks, playing in shorter bursts rather than marathon sessions. Bear in mind that some games (such as playing games) require time investment from the player, while others (online team games, for example) can't be started or paused at a moment's notice. A quick break every hour or so is good practice, and you could suggest some things to do in these breaks, such as having a drink of water or getting some fresh air.

AGREE SPENDING LIMITS

There's no doubt that gaming can be expensive, and younger players often don't realise how much paying for digital items and subscriptions can add up to. Many young gamers love to buy new skins or upgrades for their character, so you could settle on a fixed amount that your child is allowed to spend on in-game items each week or month. This sort of boundary will not only help your child to manage their expectations but will also make you more aware of the price of these items.

DISCUSS AGE RATINGS

Children often ignore the age ratings on games – or are unaware they even exist. If you're happy with your child playing a particular game even though it's rated above their age, then establish that as a household emphasis that you've made an exception, and talk about what age ratings in this industry and why they're important. You could also contrast to the boundary by browsing games boxes together while shopping, discussing why some games might have earned certain age ratings.

MEET OUR EXPERT

Daniel Deacon is a writer specialising in technology, video gaming, virtual reality and VR/AR. He has also written 12 guidebooks for children, covering games such as Fortnite, Agent Aeronaut, Roblox, Roblox over Minecraft, and work published by the likes of PC Gamer, Kotaku, Pocket Gamer and VG247. He has reviewed more than 20 games and products over the past year.

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#WakeUpWednesday

Source: <https://npsl.app/abou/privacy.html>

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What Parents & Carers Need to Know about WHATSAPP

With more than two billion active users exchanging texts, photos, videos and documents, as well as making voice and video calls, WhatsApp is the world's most popular messaging service. Its end-to-end encryption only allows messages to be viewed by the sender and any recipients – not even WhatsApp itself can read them. This privacy issue has been in the spotlight recently as the UK's Online Safety Bill proposes to end such encryption on private messaging. WhatsApp has indicated it will go to court and has reportedly considered withdrawing its service in the UK should this legislation go ahead.

WHAT ARE THE RISKS?

EVOLVING SCAMS

WhatsApp's popularity makes it a lucrative hunting ground for scammers. Recent examples include posing as the target's child, requesting a money transfer because of a spurious 'emergency'. Plus a scam where friends trigger a verification message by attempting to log in to your account (posing as WhatsApp) call or text asking you to respond code or back to them, giving them access.

CONTACT FROM STRANGERS

To start a chat, someone only needs the mobile number of the WhatsApp user that they want to message. If your child has ever given their number out to someone they don't know, that person could then contact them via WhatsApp. It's also possible that your child might be added to a group chat (by one of their friends, for example) containing other people that they don't know.

FAKE NEWS

WhatsApp's connectivity and ease of use allows news to be shared rapidly – whether it's true or not. To combat the spread of misinformation, messages forwarded more than five times on the app now display a 'Forwarded many times' label and a double arrow icon. This makes users aware that the message they've just received is far from original – and might not be entirely factual, either.

VISIBLE LOCATION

WhatsApp's live location feature lets users share their current whereabouts, which can be helpful for friends meeting up or parents checking that their child's safety on the way home, for example. However, anyone in your child's contacts list can, in a mutual group chat, can also track their location – potentially letting strangers identify a child's home address or journeys that they make regularly.

CHAT LOCK

Another new option allows users to store certain messages or chats in a separate 'locked chats' folder, saved behind a passcode, fingerprint or face ID authentication. The risk here is that this function creates the potential for young people to have conversations that they suspect their parents wouldn't approve of (such as age-inappropriate memes).

VIEW ONCE CONTENT

The facility to send images or messages that can only be viewed once has led to some WhatsApp users sending long paragraphs or abusive texts, knowing that the recipient has to open their phone to see evidence of misconduct. People used to be able to screenshot this 'disappearing' content – but a recently added WhatsApp feature now blocks this, citing increased privacy.

ADVISE FOR PARENTS & CARERS ...TYPING...

EMPHASISE CAUTION

Encourage your child to treat unexpected messages with caution, get them to consider, for example, whether the message sounds like something a friend or relative would really send them. Make sure they know never to share personal details over WhatsApp, and to be wary of clicking on any links in messages, setting up two-step verification adds a further layer of protection to their WhatsApp account.

THINKING BEFORE SHARING

Help your child to understand why it's important to stop and think before posting or forwarding something on WhatsApp. It's easy – and all too common – for content to be shared more widely (even publicly on social media). Encourage your child to think on: if your child message might damage their reputation or upset a friend who sent something to them in confidence.

ADJUST THE SETTINGS

It's wise to change your child's WhatsApp settings (go to 'Privacy', then 'Groups') to specify which of their contacts can add them to group chats without needing approval; you can give permission to 'My Contacts' or 'My Contacts Except...'. Additionally, if your child needs to use 'live location' approval that they should enable this function for only as long as they need – and then turn it off.

CHAT ABOUT PRIVACY

Some parents like to check in with their child about how they're using WhatsApp, explaining that it will help to keep them safe. If you spot a 'locked Chats' folder, you might want to talk about the sort of chats that are in there, who they're with and why your child wants to keep them hidden. Also, if your child has sent any 'view once' content, you could discuss their reasons for using this feature.

MEET OUR EXPERT

Dr Clive Sutcliffe is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. He has written numerous research papers and presented at research for the Australian government comparing internet law and setting the behaviour of young people in the UK, USA and Australia.

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