Henbury View First School

E-Safety Progression of Knowledge

Intent

At Henbury View First School, we recognise clearly that for our pupils, the Internet and other digital devices already play a huge role in their lives. These devices can be an amazing resource for education and entertainment, and most children use them safely. However, there are also lots of risks online which can potentially lead to harm. These risks can include:

- Exposure to age inappropriate or distasteful content
- Harm from interactions with other people online
- Harm from trusting non-credible sources online

Unfortunately, there are times when the Internet can be a dangerous place for children. As a school, we have a responsibility to ensure that all our pupils are aware of these risks and can deal with them appropriately. At Henbury, we use the UKCCIS, UK Internet Safety Centre and SWGfL resource 'Project Evolve' which is a new and up-to-date planning resource which supports children with their lives online. We also follow the SMART rules of staying safe online, which clearly spells out both the risks and effective ways of dealing with potential problems. These rules are clearly displayed in our shared spaces and in all classrooms, and the children have half-termly e-safety sessions to ensure they understand how to deal with potential problems. We also aim to help support our school community, for example parents, on the possible dangers technology encompasses and advise them on how to deal with these.

National Curriculum

EYFS: 'Understanding the World' Educational Programme- 'foster their understanding of our culturally, socially, technologically and ecologically diverse world'
KS1: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
KS2: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Key Threads

At Henbury View, we have key threads that run through and across year groups. These have been taken from 'Education for a Connected World'. These will continually be revisited and explored across the academic journey of a child at Henbury. Each thread is underpinned by key vocabulary and knowledge that will be explicitly taught in e-safety sessions. The key threads are:

Managing Online Information	Online Reputation	Self-image and Identity	Online Relationships	Health, Wellbeing and Lifestyle	Privacy and Security	Copyright and Ownership	Online Bullying

Curriculum Overview

Each half term has an overarching e-safety theme, and these are introduced through a key question. Each individual year group will then enquire into these key questions through differentiated and age-appropriate activities that support the teaching of the national curriculum. E-Safety is taught both discretely and in a cross curricular manner throughout both the core and foundation subjects.

Managing Online Information		What can we find out on the Internet?
Online Reputation, Copyright and Ownership		What do we like to do online?
Privacy and Security		How can we keep our information safe online?
Self-Image, Identity, Health, Well Being and Lifestyle		What are the positives and negatives of technology?
Online Relationships		How can we communicate online with others?
Online Bullying		How can we be kind online?

Through these 6 overarching themes, children will develop a strong understanding of how to stay safe online both at school and at home.

E-Safety Themes

Managing Online Information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing

Online Reputation, Copyright and Ownership

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles. It also explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution

Privacy and Security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise

Self-Image, Identity, Health, Well Being and Lifestyle

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour. It also explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them

Online Relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships online. It offers opportunities to discuss behaviours that may lead to harm and how positive online interaction can empower and amplify voice

Online Bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation

Curriculum Organisation

The following statements have been taken from the 'Project Evolve' E-Safety program (https://projectevolve.co.uk) and each encompasses a starting question and subsequent lesson plan and resources. The statements have been carefully chosen to fit both the age and stage of the children but also the appropriateness for the children at Henbury and the challenges online that they specifically face.

	Foundation	Year 1	Year 2	Year 3	Year 4
Managing Online Information *Autumn 1*	I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke	I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened	I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'	I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories	I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites)
Online Reputation, Copyright and Ownership *Autumn 2*	I know that work I create belongs to me	I can describe what information I should not put online without asking a trusted adult first	I can describe how anyone's online information could be seen by others	I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal	I can explain who someone can ask if they are unsure about putting something online
Privacy and Security *Spring 1*	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)	I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others	I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords)	I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult	I can describe strategies for keeping personal information private, depending on context
Self-Image, Identity, Health, Well Being and Lifestyle *Spring 2*	I can explain rules to keep myself safe when using technology both in and beyond the home	I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment	I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help	I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged	I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why
Online Relationships *Summer 1*	I can recognise some ways in which the internet can be used to communicate	I can explain why it is important to be considerate and kind to people online and to respect their choices	I can explain who I should ask before sharing things about myself or others online	I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)
Online Bullying *Summer 2*	I can describe ways that some people can be unkind online	I can describe how to behave online in ways that do not upset others and can give examples	I can explain what bullying is, how people may bully others and how bullying can make someone feel	I can describe appropriate ways to behave towards other people online and why this is important	I can give examples of how bullying behaviour could appear online and how someone can get support

Managing Online Information (Autumn 1)

Foundation	Year 1	Year 2	Year 3	Year 4
I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke	I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened	I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' I can explain why some information I find online may not be true	I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories *SMART Crew- Reliable*	I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites) *SMART Crew- Reliable*

Online Reputation, Copyright and Ownership (Autumn 2)

Foundation	Year 1	Year 2	Year 3	Year 4
I know that work I create belongs to me	I can describe what information I should not put online without asking a trusted adult first	I can describe how anyone's online information could be seen by others	I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal	I can explain who someone can ask if they are unsure about putting something online

Privacy and Security (Spring 1)

Foundation	Year 1	Year 2	Year 3	Year 4
I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)	I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others *Hectors World- Videos 1-5* *Jessie and Friends*	I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords) *Hectors World- Videos 1-5* *Jessie and Friends*	I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult *SMART Crew- SAFE*	I can describe strategies for keeping personal information private, depending on context *SMART Crew- SAFE*

Self-Image, Identity, Health, Well-Being and Lifestyle (Spring 2)

Foundation	Year 1	Year 2	Year 3	Year 4
I can explain rules to keep myself safe when using technology both in and beyond the home *Smartie the Penguin* *Jessie and Friends*	I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment *Smartie the Penguin*	I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help *Smartie the Penguin*	I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged	I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why

Online Relationships (Summer 1)

Foundation	Year 1	Year 2	Year 3	Year 4
I can recognise some ways in which the internet can be used to communicate *Digiduck*	I can explain why it is important to be considerate and kind to people online and to respect their choices *Digiduck*	I can explain who I should ask before sharing things about myself or others online *Digiduck*	I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with *SMART Crew- Meeting, Accept*	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) *SMART Crew- Meeting, Accept*

Online Bullying (Summer 2)

Foundation	Year 1	Year 2	Year 3	Year 4
I can describe ways that some people can be unkind online *Smartie the Penguin*	I can describe how to behave online in ways that do not upset others and can give examples Hectors World- Video 6 *Smartie the Penguin*	I can explain what bullying is, how people may bully others and how bullying can make someone feel Hectors World- Video 6 *Smartie the Penguin*	I can describe appropriate ways to behave towards other people online and why this is important *SMART Crew- Tell*	I can give examples of how bullying behaviour could appear online and how someone can get support *SMART Crew- Tell*

Supporting Resources

Self-Image, Identity, Health, Well-Being and Lifestyle
Dove Self-Esteem Project (https://parentzone.org.uk/projects/dove-self-esteem-project)
Media Smart (http://mediasmart.uk.com/teaching-resources)
SWGfL drama resource – With Friends Like These (https://www.swgfl.org.uk/products-services/online-safety/resources/with-friends-like-these/)
WebWise (http://www.bbc.co.uk/webwise/0/)
Childline (https://www.childline.org.uk/)
Vodafone and ParentZone – Digital Parenting Magazine (https://parentzone.org.uk/Digital-Parenting-Magazine-order-here)
Young Minds – Resources (https://youngminds.org.uk/resources/)

Online relationships
Barnardos – Real Love Rocks (http://www.barnardosrealloverocks.org.uk/the-real-love-rocks-resource/)
Brook and CEOP – Digital Romance (https://www.thinkuknow.co.uk/professionals/resources/digital-romance/)
CEOP – Thinkuknow (https://www.thinkuknow.co.uk/)
Childnet et al – Project deSHAME (http://www.childnet.com/our-projects/project-deshame)
Childnet – Crossing the Line PSHE Toolkit (http://www.childnet.com/resources/pshetoolkit)
Disrespect Nobody (https://www.disrespectnobody.co.uk/)
NSPCC, Children's Commissioner and Middlesex University – '...I wasn't sure if it was normal to watch...' (https://www.mdx.ac.uk/__data/assets/pdf_file/0021/223266/MDX-NSPCC-OCC-pornography-report.pdf)
PSHE Association – Sex and Relationship Education (SRE) for the 21st century (https://www.pshe-association.org.uk/curriculum-and-resources/resources/sex-and-relationship-education-sre-21st-century)

Managing online information
Childnet – Trust Me (http://www.childnet.com/trustme)
Google Search Education (https://www.google.com/intl/en-us/insidesearch/searcheducation/lessons.html)
Ofcom – Children's media literacy (https://www.ofcom.org.uk/research-and-data/media-literacy-research/childrens)

Online Reputation, Copyright and Ownership
Barclays LifeSkills – Online reputation and social networking (https://www.barclayslifeskills.com/teachers/lessons/online-reputation-16-19/)
Childnet – Online Reputation Checklist (http://www.childnet.com/resources/online-reputation-checklist)
MediaSmart – Promoting Ethical Behaviour Online: My Virtual Life (http://mediasmarts.ca/lessonplan/promoting-ethical-behaviour-online-our-values-and-ethics-lesso)
SWGfL – Digital Literacy and Citizenship (https://digital-literacy.org.uk/)
Cracking Ideas (http://crackingideas.com)
Creative Commons (https://creativecommons.org/)
Get It Right from a Genuine Site (https://www.getitrightfromagenuinesite.org/)

Online bullying
Anti-Bullying Alliance (https://www.anti-bullyingalliance.org.uk/)
BullyingUK (http://www.bullying.co.uk/cyberbullying/)
Ditch the Label (https://www.ditchthelabel.org/)
European Schoolnet (http://enable.eun.org/)

The Diana Award – Anti-bullying Ambassadors (http://www.antibullyingpro.com/)

Privacy and security
ICO – Resources for schools (https://ico.org.uk/for-organisations/education/resources-for-schools/)
The European Handbook for Teaching Privacy and Data Protection at Schools (http://arcades-project.eu/images/pdf/arcades_teaching_handbook_final_EN.pdf)

Video Resources
Digiduck (https://www.childnet.com/resources/digiduck-stories/digiducks-big-decision)
Smartie the Penguin (https://www.childnet.com/resources/smartie-the-penguin)
Hector the Dolphin (http://www.hectorsworld.com)
The SMART Crew (https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew)
Jessie and Friends (https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/)
Childline SMART (SMART Video Lessons | Childnet)