

St. Anne's Primary – E-safety Teaching Overview

<u>Year Group</u>	<u>SRE</u>	<u>Computing</u>
R	Safer internet day	
1	Safer internet day	Unit 1.1 Online Safety & Exploring Purple Mash Number of Weeks – 4 Tools Used – Avatar creator Paint Projects Writing Templates 2Count (Pictograms) 2Explore (Music)
2	Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety Safer internet day	<ul style="list-style-type: none"> • To know how to refine searches using the Search tool. To know how to share work electronically using the display boards. To use digital technology to share work on Purple Mash to communicate and connect with others locally. To have some knowledge and understanding about sharing more globally on the Internet • To introduce Email as a communication tool using 2Respond simulations. To understand how we talk to others when they aren't there in front of us. To open and send simple online communications in the form of email. • To understand that information put online leaves a digital footprint or trail. To begin to think critically about the information they leave online. To identify the steps that can be taken to keep personal data and hardware secure.
3	Online Safety: Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Safer internet day	<ul style="list-style-type: none"> • To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. To understand how the Internet can be used to help us to communicate effectively. • For children to consider if that they read on websites is true? To look at some 'spooof' websites. To create a 'spooof' webpage. To think about why these sites might exist and how to check that the information is accurate. • To learn about the meaning of age restrictions symbols on digital media and devices. To discuss why PEGI restrictions exist. To know where to turn for help if they see inappropriate content or have inappropriate contact from others
4	To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based	<ul style="list-style-type: none"> • To understand how children can protect themselves from online identity theft. Understand that information put online leaves a digital footprint or trail and that this can aid identity theft. • To Identify the risks and benefits of installing software including apps.

	<p>language, 'trolling', how to respond and ask for help)</p> <p>Safer internet day</p>	<ul style="list-style-type: none"> • To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. To select an appropriate website from search results and begin to consider if the content is reliable • To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives.
5	<p>The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>Safer internet day</p>	<ul style="list-style-type: none"> • To gain a greater understanding of the impact that sharing digital content can have. To review sources of support when using technology. To review children's responsibility to one another in their online behaviour. • To know how to maintain secure passwords. To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. • To learn about how to reference sources in their work To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. Ensuring reliability through using different methods of communication
6	<p>To explore and critique how the media present information</p> <p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to other</p> <p>Safer internet day</p>	<ul style="list-style-type: none"> • Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location. Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon. Identify the benefits and risks of giving personal information and device access to different software • 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. 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. To begin to understand how information online can persist and give away details of those who share or modify it. • 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. To identify the positive and negative influences of technology on health and the environment.