

E-safety Curriculum

Review Date: July 2020 **Reviewed by: S Fox, D Van Marle**

Today's children and young people are growing up in a digital world. As they grow older, it is crucial that they learn to balance the benefits offered by technology with a critical awareness of their own and other's online behaviour, and develop effective strategies for staying safe and making a positive contribution online.

Education for a Connected World - UKCCIS

Cambridge Steiner School (CSS) acknowledges the integral part that the use of information and communications technology (ICT) plays in everyday life and that our pupils need the help and support of the school to recognise and avoid e - safety risks and build their resilience. The ever-developing nature of ICT calls for regular reviews of and amendments to this e-safety curriculum.

Technology Curriculum – We begin teaching children about the concept of technology from a young age. In kindergarten we introduce children to a number of tools (such as carding wool, knitting etc), which forms the foundations of our technology curriculum. This progresses through the Lower School where children experience a range of technologies through our outdoor curriculum where children make their own flint knives for example. In this way children learn how these 'technologies' can be useful tools, but dangerous if used incorrectly. From Class 6 children are gradually introduced to 'information' technology, perhaps occasionally doing some research for homework. During the last few years of the Lower School children study ICT during a main lesson block, learning what a computer is and how it works. Our aim through this approach is to slowly build a broad understanding about the nature of technology and therefore critical thinking about how and when ICT is useful or potentially unsafe.

Kindergarten to Class 3 – We focus on educating parents through: information on our website, parent meetings/consultations, the termly safeguarding bulletin, termly parents safeguarding meetings. Additionally, teachers are informed and able to respond and guide children if the topic arises in class. If there are specific concerns about a child and their internet use this is addressed with parents and a supportive plan developed. The E-safety curriculum for our Sunbeams (K5) and Class 1-3 is delivered primarily through the medium of stories and group activities, either as discrete 'one off' sessions or (in Lower School) incorporated into the Main Lesson. School events such as Anti-Bullying Week and Safer Internet Week, provide further opportunities for delivering E-safety content.

Class 4 Onwards – E Safety lessons are delivered regularly from Class 4 (see the document 'Pupil's Personal Development' for information about other sponsor lessons we deliver). This includes discussions about how children are using technology, and simple messages about how to keep safe online. We also hold

regular parent discussion evenings, and a termly newsletter update to ensure all parents have the information they need to help their children understand and navigate safely through their internet use.

The Risks

The fundamental risks can be broken down into three primary areas:

1. Inappropriate *contact* from people on the Internet.
 - a) The risk of being subject to grooming by those with whom they make contact on the internet.
 - b) Inappropriate communication / contact with others, including strangers
 - c) Cyber-bullying
2. Inappropriate *content* found or displayed on the Internet.
 - a) Access to illegal, harmful or inappropriate images or unsuitable video / internet games
 - b) Unauthorized access to / loss of / sharing of personal information
3. Inappropriate *conduct* of children themselves online (sexting/downloading inappropriate content)
 - a) The sharing / distribution of personal images without an individual's consent or knowledge
 - b) An inability to evaluate the quality, accuracy and relevance of information on the internet
 - c) Plagiarism and copyright infringement & illegal downloading of music or video files
 - d) The potential for excessive use which may impact on the social and emotional development and learning of the young person.



E-safety - Our Goal

Our goal is to enable our children to be confident, competent and responsible users of the Internet, as a tool for research and communication.

We believe that our pupils should be taught to:

- *Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.*
- *Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content or contact.*

Curriculum Outline

E-Safety K5 & Class 1-3	
Key skills and concepts	Lesson links and extra resources/teaching points
<p>1. <u>Online Research</u></p> <p>Children should:</p> <ul style="list-style-type: none"> • understand that they can find a range of information on the internet • know that not everything they encounter on the internet is true • know what to do if they find something inappropriate online. 	 <ul style="list-style-type: none"> • STAYING SAFE ONLINE – Anna and the Dragon <p>Survey – assessing usage (use coloured cards or a show of hands to make responses to a few simple questions)</p> <p>Image of internet as something that ‘connects’ people – allowing for communication and the sharing of knowledge</p>
<p>2. <u>Communication and collaboration</u></p> <p>Children should:</p> <ul style="list-style-type: none"> • know that they can use the Internet to communicate with family and friends • understand the risks associated with communicating with someone they do not know in real life and know what to do if anything they experience makes them feel uncomfortable or upset • develop an awareness of what is fair and unfair, kind and unkind, right and wrong • recognise when people are being unkind, either to them or to others, how to respond, who to tell and what to say • learn to listen to other people and play and work co-operatively • learn to identify and respect the differences and similarities between people 	 <ul style="list-style-type: none"> • STAYING SAFE ONLINE – Anna and the Dragon <p>Group discussion: share personal experiences of communicating with family or friends who may live far away</p> <p>Trust and safety – who are the trusted adults they can rely on to keep them safe – trusted adults ‘star’ activity</p> <p>Create, connect and share respect – painted hearts treasure hunt</p> <p>ML story content: fairy tales, fables, stories of the saints, Old Testament</p> <p>Disguises – concept of stranger danger on the internet</p>

E-Safety K5 & Class 1-3

3. E-awareness



Children should:

- Know that some information (full name, address, birthday etc...) is special as it applies to them
- develop a concept of having ownership over creative work.
- learn to set out rules for, and ways of, keeping safe and know who can help them to stay safe

- STAYING SAFE ONLINE – Anna and the Dragon

Game: rules

Activity/game: exploring the concept of personal information

Practice putting their name and date on something they produce.

E-Safety Class 4/5

Key skills and concepts

1. Online Research



Children should:

- understand that they can find a range of information on the internet and can use the internet purposefully to answer specific questions.
- know what to do if they find something inappropriate online.
- know that not everything they encounter on the internet is true.
- start to evaluate web sites by giving opinions about preferred or most useful sites.

Lesson links and extra resources/teaching points

- STAYING SAFE ONLINE
- USING KEYWORDS/TRUSTWORTHY SITES

Discussion: which websites to children use most to find information – share preferences and make recommendations – what makes it good?

Trust me 'content' – childnet resource:

<http://www.childnet.com/resources/trust-me>

2. Communication and collaboration



Children should:

- know that they can use the Internet to communicate with family and friends using a variety of online tools, and know that email is a method of sending and receiving messages through the Internet.
- understand the importance of politeness and respect on and off the internet.
- be aware of how to keep safe and what to do if they are concerned.
- be aware that they are responsible for their conduct online (concept of 'digital footprint').
- understand that if they have come across something online that makes them uncomfortable, they should always tell a trusted adult, even if they are on a website or using an app that they are not supposed to access.
- be able to identify characteristics of people who are worthy of their trust.
- understand what cyberbullying is, the different ways in which it can occur, and the potential consequences of those actions to everyone involved.

- FOLLOW THE DIGITAL TRAIL
- MY ONLINE COMMUNITY
- SHOW RESPECT ONLINE

Initial Anonymous Survey: assessing usage and knowledge of internet safety

What to do if concerned: tell a trusted adult

Game: footprints

Explore 'digital footprint': hunter looking for footprints; police looking for fingerprints – 'tracking'

Sharing experiences: keeping in touch – children can share about their own experiences of keeping in touch with family or friends

3. E-awareness

Children should:

- develop their awareness of relevant e-Safety issues and understand that personal information is unique to them.
- know what action to take if they feel they may be in danger.



- STAYING SAFE ONLINE
- FOLLOW THE DIGITAL TRAIL
- POWERFUL PASSWORDS/PRIVATE AND PERSONAL INFORMATION

Game: password

E-Safety Class 4/5

- be aware of, and able to use, the rules for keeping safe on the internet (SMART).
- understand the need to keep passwords private.
- know that some information (full name, address, birthday etc...) is special as it applies to them.
- know what types of personal information they should/shouldn't share with other users online.
- understand that photos and videos can share information.
- understand the importance of talking to a trusted adult about their online experiences.
- know how to minimise a screen, or use a tool such as Hector Protector if they see something inappropriate on a website and then tell a trusted adult.

Think: what could my password be – don't tell anyone! What makes a good password? Avoid obvious things like birthdays

Game – 'how safe is my password' like 20 questions – if partner can't guess in 20 questions (yes/no) then could be a good one to keep

Discussion point: do you know how to stay safe online?

Discussion point: what counts as 'personal information'

Activity: drama (silent)/printed photos – what is being communicated

Question: what makes someone trustworthy?



Discussion point: what positive behaviour and actions can help prevent bullying incidents happening in the first place.

Explore: SMART topics

- S - Stay Safe,
- M - Don't Meet Up,
- A - Accepting Files,
- R - Reliable?
- T - Tell Someone.

Resource (only some sections are appropriate) [beSecureOnlineEBook.pdf](#)

E-Safety Class 5/6

Key skills and concepts	Lesson links and extra resources/teaching points
<p>1. <u>Online Research</u></p>  <p>Children should:</p> <ul style="list-style-type: none"> • develop strategies for staying safe when searching for content whilst using the Internet. • be able to use the Internet to undertake independent and appropriate research and attempt to distinguish between fact and fiction. • know that some websites contain advertisements (often embedded) and learn how to ignore them. • know that not everything they find online is accurate. 	<ul style="list-style-type: none"> • WHOSE IS IT ANYWAY? / HOW TO CITE A SITE • THE KEY TO KEYWORDS • THINGS FOR SALE • YOU'VE WON A PRIZE <p>'How to use a search engine' fact sheet – TES (https://www.tes.com/teaching-resource/how-to-use-a-search-engine-11061542)</p> <p>BBC – should I trust everything I read on the web: http://www.bbc.co.uk/guides/zt9thyc</p> <p>Research surprise: https://www.superteacherworksheets.com/online-safety/research-surprise.pdf?up=1466611200</p> <p>Research skills: https://www.theschoolrun.com/research-skills-for-children</p>
<p>2. <u>Communication and collaboration</u></p>  <p>Children should:</p> <ul style="list-style-type: none"> • know the difference between communicating via email and online in a discussion forum • be aware of the different forms of online communication (email, forums, instant messaging and social networking sites) and find out about their associated risks. 	<ul style="list-style-type: none"> • THE POWER OF WORDS • YOU'VE WON A PRIZE • TALKING SAFELY ONLINE <p>Activity: messages</p> <p>Explore: difference between 'private' conversations with a friend, versus a class discussion</p>

E-Safety Class 5/6

- know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult).
- be aware that they are responsible for their conduct online (concept of 'digital footprint') and understand that there are differences between online and offline methods of communication, and that this can sometimes lead to misunderstandings.
- be aware of their conduct in terms of sharing personal information of other people.

Discussion point: what kind of messages or images are appropriate for use with friends and family, compared to messages or images that can be seen by anyone.

Ask: what kind of information would you not want your friends to share about you?

Message: "If you wouldn't do it face to face – don't do it online"

Trust me 'contact' – childnet resource:

<http://www.childnet.com/resources/trust-me>

E-Safety Class 5/6

3. E-awareness



Children should:

- develop awareness of online protocols, in order to stay safe on the web.
- develop understanding of the SMART rules in relation to safe use of the Internet.
- be aware that not everyone they meet online is automatically trustworthy.
- understand what personal information should be kept private.
- be aware that many sites have settings that allow a user to restrict what information can be seen publicly.
- know that passwords keep information secure and that they should be kept private.

- THINGS FOR SALE
- TALKING SAFELY ONLINE

NSPCC – share aware resources: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/>

Stop, Speak, Support Pack

Review SMART topics:

Discussion: which sites are they using – explore site settings

Resource: beSecureOnlineEBook.pdf

E-Safety Class 6/7

Key skills and concepts

1. Online Research



Children should:

- discuss, understand and abide by the school Internet Acceptable Usage Policy (AUP)
- explore a range of age-appropriate digital resources.

Lesson links and extra resources/teaching points

- SELLING STEREOTYPES
- STRATEGIC SEARCHING

BBC How do search engines work: <http://www.bbc.co.uk/guides/ztbjq6f>

Research tools:

<http://fcit.usf.edu/internet/chap5/chap5.htm>

E-Safety Class 6/7

- be able to use the Internet safely for research and to follow lines of enquiry, recognising the need to ask appropriate questions to find appropriate answers.
- understand the function of a search engine, how results are selected and ranked, and the importance of using correct search criteria.
- know that good online research involves interpreting information, rather than copying.
- be able to evaluate search results and refine as necessary for the best results.
- be able to use the internet as a resource to support their work, and begin to understand plagiarism.
- know that not everything they find on the Internet is true and know what to do if they find something they are uncomfortable with.
- develop their online set of protocols in order to keep safe online.
- recognise inaccuracy and bias on the web and evaluate websites for their validity.
- know to use websites where resources can be downloaded without infringing copyright.
- develop strategies to ignore or cancel unsolicited advertising (pop-ups, banners, videos or audio).
- know what to do if they find something inappropriate online.

Exercise: reading through several sources and producing their own document

Activity: assessing sources

2. Communication and collaboration



Children should:

- be able to use online tools to exchange information and collaborate with others within and beyond their school and begin to evaluate their effectiveness.

- DIGITAL LIFE 101
- WHAT'S CYBERBULLYING
- WRITING GOOD EMAILS
- SELLING STEREOTYPES

Resource: [Childrens-Commissioners-Simplified-Social-Media-Terms-and-Conditions.pdf](#) - explores 'rules' and 'rights' of different apps and sites

E-Safety Class 6/7

- be aware of the additional risks associated with sharing too much personal information, such as cyberbullying, unwanted contact from strangers and identity theft.
- be able to send suitable and purposeful online messages, developing awareness of appropriate language to use.
- be able to use email as a form of communication, use the “To” box and add a subject heading; add an attachment to an email; develop understanding of when it is unsafe to open an email or an email attachment.
- know that passwords help to keep information safe and secure and that they should not be shared.
- develop their online set of protocols in order to keep safe online.
- understand and abide by the school Internet Acceptable Usage Policy (AUP); be aware of the implications of not following the rules; and know that it contains rules that exist in order to keep children safe online.
- be aware of the issues surrounding cyberbullying and understanding the impact on an individual of sending or uploading unkind or inappropriate content.
- know that malicious adults use the Internet and attempt to make contact with children and know how to report abuse.

Activity: link to class fundraising

Review: password and personal info

Review: what actions do you take to stay safe online when communicating online?

3. E-awareness



Children should

- be aware of the need to develop a set of online protocols in order to stay safe online.
- develop an awareness of relevant e- safety issues and be able to identify a range of ways they can protect themselves online and report abuse or inappropriate content/contact.
- recognise their own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users.
- understand that creating positive digital footprints is reliant on good management of personal information.
- understand and abide by the school Internet Acceptable Usage Policy (AUP) and be aware of the implications of not following the rules.

- DIGITAL LIFE 101
- PRIVACY RULES
- SELLING STEREOTYPES


NSPCC – info on sexting:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

Stop, Speak, Support Pack

Rise Above resource pack on cyberbullying

<http://www.childnet.com/ufiles/Cyberbullying-lesson-plan.pdf> (some content may not be suitable at this stage)

Key skills and concepts	Lesson links and extra resources/teaching points
<p>1. <u>Online Research</u></p>  <p>Children should:</p> <ul style="list-style-type: none"> • confidently and competently use the Internet as a tool for research and critically evaluate websites for their use. • know that information they find on the Internet is often inaccurate or biased and develop strategies for identifying the origin of a website. • be aware of copyright issues and know that not all resources they find on the Internet are legal to use or copy (even if sources are acknowledged). • use internet search engines to gather resources for their own research work. • be aware of different search engines and discuss their various features (e.g. Google image & video search). • understand the importance of framing questions into search criteria when conducting web searches. • be aware that not everything they find online is accurate and that information needs to be checked and evaluated. • use a range of sources to check the validity of a website. • recognise that different viewpoints can be found on the web; critically evaluate the information they use; and understand some of the potential dangers of not doing so. • be aware of the issues of plagiarism, copyright and data protection in relation to their work. • select copyright free images and sounds from sources such as the Audio Networks and NEN image gallery. • understand and abide by the school Internet Acceptable Usage Policy (AUP) and be aware of the implications of not following the rules. 	<ul style="list-style-type: none"> • A CREATOR’S RIGHTS/ IDENTIFYING HIGH-QUALITY SITES • MY MEDIA <p>Ensure pupils are aware of the relevant legislation when using the Internet such as data protection and intellectual property which may limit what they want to do but also serves to protect them.</p> <p>Activity: framing questions into search criteria</p>

2. Communication and collaboration



Children should

- be able to select appropriate tools to collaborate and communicate confidently and safely with others within and beyond their school.
- be able to discern when an email should or should not be opened.
- Use online communication tools to exchange and develop their ideas in a range of curriculum opportunities.
- use sensitive and appropriate language when using online communication tools.
- be able to decide which online communication tool is the most appropriate to use for a particular purpose, e.g. email, discussion forums, podcast, or messaging tools in the learning platform.
- be able to explain what cyberbullying is and its impact
- understand and abide by the school Internet Acceptable Usage Policy (AUP) and be aware of the implications of not following the rules.

- TRILLION DOLLAR FOOTPRINT
- CYBERBULLYING: BE UPSTANDING
- MY MEDIA
- SAFE ONLINE TALK
- WHICH ME SHOULD I BE?

Review exercise: 'Student Discussion Questions – Internet Safety & Social Networking' - 21st_safe_student_questions.pdf

Resource: <http://www.childnet.com/resources/lets-fight-it-together>

3. E-awareness



Children should:

- understand the potential risks of providing personal information in an increasing range of online technologies both within and outside school.
- reflect on and evaluate their use of technology including the use of email, social networking, online gaming and mobile phones and consider how they present themselves online.
- understand and abide by the school Internet Acceptable Usage Policy (AUP) and be aware of the implications of not following the rules.
- understand that a password can keep information secure and the need to keep it a secret.
- explain the risks of the internet and social networks
- explain ways to protect themselves online, and report abuse

- TRILLION DOLLAR FOOTPRINT
- SCAMS AND SCHEMES
- MY MEDIA
- WHICH ME SHOULD I BE?

Re-evaluate: personal information – bank card, email address, phone number etc

Ensure pupils are taught about copyright and respecting other people’s information, images, etc. through discussion, modelling and activities.

Raise awareness of the impact of Cyberbullying and know how to seek help if they are affected by any form of online bullying. Ensure pupils are also aware of where to seek advice or help if they experience problems when using the Internet and related technologies; i.e. parent/carer, teacher/trusted staff member, or an organisation such as Childline or CEOP report abuse button.

Related Documents:

Lesson Plan Outlines per Year Group (Class 4-8)

Sunbeam and Classes 1-3; Anna and the Dragon and supportive script; Anansi and supportive script

Further Resources:

Education for a Connected World – Framework

([https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/680356/Education for a Connected World2.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/680356/Education_for_a_Connected_World2.pdf))

Lesson Plans: <https://digital-literacy.org.uk>

ICT curriculum: https://www.waldorflibrary.org/images/stories/articles/WJP19_steffen.pdf