

Digital Literacy:

Communicating, Collaborating and E-Safety, Multimedia, Digital Imagery, Music and Sound.

This Resource focuses on the E-Safety and Awareness section of Digital Literacy. However, all areas of Digital Literacy can be included in their learning.

- I was lucky to deliver Computing to the whole school, which gave me an insight into how the children across school progressed.
- I felt that Internet Safety and Awareness were vital to the children's wellbeing, therefore we had an lesson at the end of every term and half term to set them up for the holidays in the right frame of mind.
- I wrote the skills ladders so that we could monitor their progression. All the Skills ladders were laminated on the wall of the Suite.
- We put a coloured sticker on each skill that was covered (The classes were named by their year of entry, so the stickers were relevant throughout their school life.)
- It was a visual resource that we could all refer to, Class Teachers bringing their class into the Suite could quickly see if things had been covered. If we discovered a group had not held a skill we could, remove or mark a sticker to show it needed more input
- The other advantage of the Skills Ladder is you can delve in and out, jumping to different areas if issues arrive. I have put the skills/activities into year groups, but this is not set in stone. See how they progress.
- **ALWAYS WATCH VIDEOS AND LOOK AT RESOURCES BEFORE SHOWING THEM TO YOUR PUPIL: some cover difficult subjects!**

Au1. Introduction to the Technology and Safety: Discuss what Technology is, where they will see it, how they will recognise it, how they can look after it. It also covers the different way that we use Technology, privacy, being aware of time spent in front of the screen and how to monitor usage. Introduce 'The right to be unavailable'

Au2. Cyber friendship: Introduce the concept of a virtual friend and help them understand the difference. Explain that just like in real life, some people can be unkind or even cruel. A bully in real life may also be a Bully online, they need to know what to do if that happens.

SP1. Things to Share at Home: Nowadays pupils can access their school learning from home and vice versa, help them understand how these two worlds can connect and help their learning journey. Help them understand that things they post online at home may have an impact on their peers in school. Also explain that they can share their knowledge, help parents and grandparents become more comfortable with the technology that is new to them.

Spring 2 Growing up with Technology: Explain that as they are growing up every new experience or activity requires new safety and awareness: the same is true with technology: every new appliance needs care and may introduce new access to the world. They need to be equipped with relevant knowledge

Su1. Using Technology to Communicate: We can communicate to anyone in the world, at any time of the day, wherever or whoever we are. That is almost inconceivable! But true! How can we use this power? How can we benefit from it? How can we protect ourselves from it? Do we need it?

Summer 2 Living with Technology: So, this is their life now. Their education, their communication, their social life, their careers, it effects every aspect of their world. Do they feel ready to except it, do they have the knowledge to control it, do they have the empathy to improve it? Are they aware of their Digital Footprint?

Au1.Introduction to the Technology and Safety		
Read and Sign Internet agreement: Year 2-6 do this at the beginning of term.		
<p>Take the children on a Technology Hunt around the school. What can they find in their classroom? Computer, laptop, tablet, camera, music player, microphone, robot, floor turtle or remote-controlled car. Are there different items in the office? Look for sensors: that turn lights on or open doors. Look out for screens, buttons or keys such as a play button.</p> <p>Activity Practice turning on controlling or logging onto devices Talk about how to safely use these items.</p>	<p>I understand the difference between Stand Alone, Network and the Internet DL-CCE1 I understand the schools Rules for Responsible Internet Use DL-CCE3 I can discuss the differences between real and online experiences DL-CCE4 I understand that log in details are private and I must not log in using someone else's details DL-CCE6 I can tell someone if I am unhappy about an internet page, email, text message or phone call DL-CCE12</p>	Y1
<p>Introduce School Internet Safety Rules. Talk about the Technology that they already use and ask them what sort of Technology they would like to use. Watch My Online Neighbourhood and ask what sorts of technology they saw in the clip.</p> <p>Activity Design a poster with three different devices, it might be an advert or an information poster.</p>	<p>I understand the difference between Stand Alone, Network and the Internet DL-CCE1 I understand the schools Rules for Responsible Internet Use DL-CCE3 I can discuss the differences between real and online experiences DL-CCE4 I can use a collaborative program or e-mail to gather and share information DL-CCE5 I understand that log in details are private and I must not log in using someone else's details DL-CCE6 I can tell someone if I am unhappy about an internet page, email, text message or phone call DL-CCE12 I know how to minimise a screen or turn off a monitor if I see upsetting content DL-CCE13</p>	Y2
<p>These cartoons illustrate 5 e-safety SMART rules and include a real life SMART Crew of young people, who guide the cartoon characters in their quest, and help them make safe online decisions Smart Adventure</p> <p>Activity Use a collaborative program, email or mind map to share information about using technology. Work as a group to create a list of things to remember when safely using Technology?</p>	<p>I understand the schools Rules for Responsible Internet Use DL-CCE3 I can discuss the differences between real and online experiences DL-CCE4 I can use a collaborative program or e-mail to gather and share information DL-CCE5 I understand that log in details are private and I must not log in using someone else's details DL-CCE6 I can tell someone if I am unhappy about an internet page, email, text message or phone call DL-CCE12 I know how to minimise a screen or turn off a monitor if I see upsetting content DL-CCE13 I know it is important to take regular breaks and monitor my computer/console use DL-CCE46 I know it is ok to be unavailable and to turn off technology DL-CCE47</p>	Y3

<p>Cloud Quest</p> <p>Check out the resources on Netsmartzkids</p> <p>Activity</p> <p>Use a collaborative program, email or mind map to share information about using technology. Work as a group to create a list of things to remember when safely using Technology?</p>	<p>I understand the schools Rules for Responsible Internet Use DL-CCE3</p> <p>I can discuss the differences between real and online experiences DL-CCE4</p> <p>I can use a collaborative program or e-mail to gather and share information DL-CCE5</p> <p>I understand that log in details are private and I must not log in using someone else's details DL-CCE6</p> <p>I can tell someone if I am unhappy about an internet page, email, text message or phone call DL-CCE12</p> <p>I know how to minimise a screen or turn off a monitor if I see upsetting content DL-CCE13</p> <p>I know it is important to take regular breaks and monitor my computer/console use DL-CCE46</p> <p>I know it is ok to be unavailable and to turn off technology DL-CCE47</p>	Y4
<p>Think you know.....We have a cool cyber café for you to visit where you can help Jason, Sunil, Ali and others to stay safe using new technology. Cyber cafe</p> <p>Why do they think the setting for this activity is a café. Can they think of another setting? Why would people want to come to this place?</p> <p>Activity</p> <p>Ask them to make a poster promoting their setting.</p>	<p>I understand the schools Rules for Responsible Internet Use DL-CCE3</p> <p>I can discuss the differences between real and online experiences DL-CCE4</p> <p>I can use a collaborative program or e-mail to gather and share information DL-CCE5</p> <p>I understand that log in details are private and I must not log in using someone else's details DL-CCE6</p> <p>I can tell someone if I am unhappy about an internet page, email, text message or phone call DL-CCE12</p> <p>I know how to minimise a screen or turn off a monitor if I see upsetting content DL-CCE13</p> <p>I know it is important to take regular breaks and monitor my computer/console use DL-CCE46</p> <p>I know it is ok to be unavailable and to turn off technology DL-CCE47</p> <p>I can discuss e-safety and the implications of misuse DL-CCE50</p>	Y5
<p>Show the cartoon clip Impact of Technology</p> <p>In history inventions have made a massive impact...the printing press, radio, TV, computers, phones, the Internet. Is spending hours reading a book different from spending hours on the computer? How can they decide when they are unavailable to their Cyber friends?</p> <p>What inventions have affected their life. What inventions or developments in technology do they think are still to come?</p> <p>Activity</p> <p>Discuss the best way to record thoughts. Possibly a Timeline or Diary.</p>	<p>I understand the schools Rules for Responsible Internet Use DL-CCE3</p> <p>I can discuss the differences between real and online experiences DL-CCE4</p> <p>I can use a collaborative program or e-mail to gather and share information DL-CCE5</p> <p>I understand that log in details are private and I must not log in using someone else's details DL-CCE6</p> <p>I can tell someone if I am unhappy about an internet page, email, text message or phone call DL-CCE12</p> <p>I know how to minimise a screen or turn off a monitor if I see upsetting content DL-CCE13</p> <p>I know it is important to take regular breaks and monitor my computer/console use DL-CCE46</p> <p>I know it is ok to be unavailable and to turn off technology DL-CCE47</p> <p>I can discuss e-safety and the implications of misuse DL-CCE50</p>	Y6
<p>Skills Ladder-Suggested Skills that could be taught or discussed in this term with a guide to years that they could be delivered to. (This is only a guideline please consider emotional development levels and understanding when showing video clips or introducing topics.)</p>		
I understand the difference between Stand Alone, Network and the Internet DL-CCE1		1-2
I understand the schools Rules for Responsible Internet Use DL-CCE3		1-6
I can discuss the differences between real and online experiences DL-CCE4		1-6
I can use a collaborative program or e-mail to gather and share information DL-CCE5		2-6

I understand that log in details are private and I must not log in using someone else's details DL-CCE6	1-6
I can tell someone if I am unhappy about an internet page, email, text message or phone call DL-CCE12	1-6
I know how to minimise a screen or turn off a monitor if I see upsetting content DL-CCE13	2-6
I know it is important to take regular breaks and monitor my computer/console use DL-CCE46	3-6
I know it is ok to be unavailable and to turn off technology DL-CCE47	3-6
I can discuss e-safety and the implications of misuse DL-CCE50	5-6

Au2 .Cyber friendship Think You Know.Watch Hector and his friends learning how to use their computers safely! Explore episodes 1-3 Hectors World Ask them which places the go that are given age or height restrictions: Playparks, Adventure parks, Clubs. Why do they think this happens? Would they want to go in places that are for other age groups? Activity Design a sign or poster showing age guidelines or rules.	I know I must never meet up with a cyber-friend DL-CCE19 I can explain ways of staying safe on the internet to my friends and family DL-CCE24 I know how to be a good friend when using Computers, Game Consoles and Mobile Phones DL-CCE28 I can think about and discuss advantages and disadvantages of using modern technology DL-CCE44 I am aware that websites and games have age limits for a reason DL-CCE45	Y1
Think You Know.Watch Hector and his friends learning how to use their computers safely! Explore episodes 3-6 Hectors World Ask them which places the go that are given age or height restrictions: Playparks, Adventure parks, Clubs. Why do they think this happens? Would they want to go in places that are for other age groups? How does this transfer into Modern Technology? Is it as easy to monitor these rules, is it easier to break them unnoticed? Activity Display their thoughts comparing the differences? Perhaps a table or chart.	I understand the difference between Real Friends and Cyber/Virtual Friends DL-CCE17 I know I must never meet up with a cyber-friend DL-CCE19 I can explain ways of staying safe on the internet to my friends and family DL-CCE24 I know how to be a good friend when using Computers, Game Consoles and Mobile Phones DL-CCE28 I can think about and discuss advantages and disadvantages of using modern technology DL-CCE44 I am aware that websites and games have age limits for a reason DL-CCE45	Y2
"Pause & Think Online" teaches kids to be good digital citizens. Using verses and characters based on familiar body parts, the song and video help kids make the connection that safe, responsible, and respectful behaviour online is a lot like behaving safely, responsibly, and respectfully in the offline world. Pause and Think Discuss how to be a good online friend, is it different from being a friend in real life? Discuss how you might feel if you are being Cyberbullied, is it different from real life bullying? Activity Create a poster to show how you can be a good cyberfriend	I understand the difference between Real Friends and Cyber/Virtual Friends DL-CCE17 I know that being a virtual friend is as important as being a friend in real life DL-CCE18 I know I must never meet up with a cyber-friend DL-CCE19 I can explain ways of staying safe on the internet to my friends and family DL-CCE24 I know how to be a good friend when using Computers, Game Consoles and Mobile Phones DL-CCE28 I can think about and discuss advantages and disadvantages of using modern technology DL-CCE44 I am aware that websites and games have age limits for a reason DL-CCE45 I am aware of safe behaviour and netiquette when using communal sites DL-CCE54 I understand that cyber bullying is unacceptable and will be sanctioned DL-CCE55 I understand that the impact of cyber bullying can be severe DL-CCE56	Y3

<p>Josh and Sue. An animation looking at how to protect yourself online Josh and Sue</p> <p>Posting Pictures without Consent. Cyber bullying A primary school pupil becomes the victim of cyberbullying after a picture of her taken at a friend's birthday party is posted online. The picture is uploaded onto a social networking site without her knowledge, causing her distress posting-pictures-without-consent</p> <p>Activity</p> <p>Create a comic strip showing an example of cyberfriendship or Cyberbullying</p>	<p>I understand the difference between Real Friends and Cyber/Virtual Friends DL-CCE17</p> <p>I know that being a virtual friend is as important as being a friend in real life DL-CCE18</p> <p>I know I must never meet up with a cyber-friend DL-CCE19</p> <p>I can explain ways of staying safe on the internet to my friends and family DL-CCE24</p> <p>I know how to be a good friend when using Computers, Game Consoles and Mobile Phones DL-CCE28</p> <p>I can think about and discuss advantages and disadvantages of using modern technology DL-CCE44</p> <p>I am aware that websites and games have age limits for a reason DL-CCE45</p> <p>I am aware of safe behaviour and netiquette when using communal sites DL-CCE54</p> <p>I understand that cyber bullying is unacceptable and will be sanctioned DL-CCE55</p> <p>I understand that the impact of cyber bullying can be severe DL-CCE56</p>	Y4
<p>A short film that shows how terrible cyberbullying looks if it were done face to face. Talent Show</p> <p>Cyber bullying commercial that shows how words can change the way you see yourself. Body shape changed by Cyber bullying</p> <p>Activity</p> <p>Write a diary entry written by either the bully or the victim. Describe how they felt. Do you think they would share their experiences with a friend, family member or trusted adult. If not, why not?</p>	<p>I understand the difference between Real Friends and Cyber/Virtual Friends DL-CCE17</p> <p>I know that being a virtual friend is as important as being a friend in real life DL-CCE18</p> <p>I know I must never meet up with a cyber-friend DL-CCE19</p> <p>I can explain ways of staying safe on the internet to my friends and family DL-CCE24</p> <p>I know how to be a good friend when using Computers, Game Consoles and Mobile Phones DL-CCE28</p> <p>I can think about and discuss advantages and disadvantages of using modern technology DL-CCE44</p> <p>I am aware that websites and games have age limits for a reason DL-CCE45</p> <p>I am aware of safe behaviour and netiquette when using communal sites DL-CCE54</p> <p>I understand that cyber bullying is unacceptable and will be sanctioned DL-CCE55</p> <p>I understand that the impact of cyber bullying can be severe DL-CCE56</p>	Y5
<p>A film about a boy called Joe who is bullied. He makes a video talking about what it feels like to be cyber bullied. Lets Fight it Together</p> <p>Activity</p> <p>Joe uses a video camera to record how he feels, decide how you can use a video camera to share the things you have learnt or issues that feel important to you.</p>	<p>I understand the difference between Real Friends and Cyber/Virtual Friends DL-CCE17</p> <p>I know that being a virtual friend is as important as being a friend in real life DL-CCE18</p> <p>I know I must never meet up with a cyber-friend DL-CCE19</p> <p>I can explain ways of staying safe on the internet to my friends and family DL-CCE24</p> <p>I know how to be a good friend when using Computers, Game Consoles and Mobile Phones DL-CCE28</p> <p>I can think about and discuss advantages and disadvantages of using modern technology DL-CCE44</p> <p>I am aware that websites and games have age limits for a reason DL-CCE45</p> <p>I am aware of safe behaviour and netiquette when using communal sites DL-CCE54</p> <p>I understand that cyber bullying is unacceptable and will be sanctioned DL-CCE55</p> <p>I understand that the impact of cyber bullying can be severe DL-CCE56</p>	Y6
<p>Skills Ladder-Suggested Skills that could be taught or discussed in this term with a guide to years that they could be delivered to. (This is only a guideline please consider emotional development levels and understanding when showing video clips or introducing topics.)</p>		

I understand the difference between Real Friends and Cyber/Virtual Friends DL-CCE17	2-6
I know that being a virtual friend is as important as being a friend in real life DL-CCE18	3-6
I know I must never meet up with a cyber friend DL-CCE19	1-6
I can explain ways of staying safe on the internet to my friends and family DL-CCE24	1-6
I know how to be a good friend when using Computers, Game Consoles and Mobile Phones DL-CCE28	1-6
I can think about and discuss advantages and disadvantages of using modern technology DL-CCE44	2-6
I am aware that websites and games have age limits for a reason DL-CCE45	2-6
I am aware of safe behaviour and netiquette when using communal sites DL-CCE54	3-6
I understand that cyber bullying is unacceptable and will be sanctioned DL-CCE55	
I understand that the impact of cyber bullying can be severe DL-CCE56	
I understand that cyber bullying is unacceptable and will be sanctioned DL-CCE55	3-6
I understand that the impact of cyber bullying can be severe DL-CCE56	3-6

SP1.Things to Share at Home		
<p>Practice logging on and exploring School Learning Platform or website. Introduce or recap on other websites that school either pays for or is registered to or recommends. Talk about the advantages of accessing learning in different places. Share and discuss other sites that children use and enjoy.</p> <p>Activity Use a pictogram to record the classes most used or favourite programs</p>	<p>I understand that some websites may contain inappropriate or illegal content DL-CCE57</p> <p>Revisit Autumn 1 Skills</p> <p>I understand the schools Rules for Responsible Internet Use DL-CCE3</p> <p>I understand that log in details are private and I must not log in using someone else's details DL-CCE6</p> <p>I can tell someone if I am unhappy about an internet page, email, text message or phone call DL-CCE12</p>	Y1
<p>Practice logging on and exploring School Learning Platform or website. Introduce or recap on other websites that school either pays for or is registered to or recommends. Share and discuss other sites that children use and enjoy.</p> <p>Activity Use a bar chart to record the classes most used or favourite programs</p>	<p>I understand that some websites may contain inappropriate or illegal content DL-CCE57</p> <p>Revisit Autumn 1 Skills</p> <p>I understand the schools Rules for Responsible Internet Use DL-CCE3</p> <p>I understand that log in details are private and I must not log in using someone else's details DL-CCE6</p> <p>I can tell someone if I am unhappy about an internet page, email, text message or phone call DL-CCE12</p>	Y2
<p>Practice logging on and exploring School Learning Platform or website. Introduce or recap on other websites that school either pays for or is registered to or recommends. Talk about the advantages of accessing learning in different places . Share and discuss other sites that children use and enjoy.</p> <p>Activity . Use a graph or chart to record the classes most used or favourite programs</p>	<p>I can author my own page on a VLE or social website adding appropriate text images or sound DL-CCE21</p> <p>I know I must ask permission before I upload photos of other people or tag them DL-CCE33</p> <p>I know how to identify and ignore/cancel unwanted advertising, pop up and banners DL-CCE40</p> <p>I am aware of the need for care in uploading information to the internet DL-CCE49</p> <p>I understand that some websites may contain inappropriate or illegal content DL-CCE57</p>	Y3

<p>Practice logging on and exploring School Learning Platform or website. Introduce or recap on other websites that school either pays for or is registered to or recommends. Talk about the advantages of accessing learning in different places. Share and discuss other sites that children use and enjoy.</p> <p>Activity Use a graph or chart to record the classes most used or favourite programs</p>	<p>I can author my own page on a VLE or social website adding appropriate text images or sound DL-CCE21 I know I must ask permission before I upload photos of other people or tag them DL-CCE33 I understand that Blogs can be contributed and viewed by different people DL-CCE34 I know how to identify and ignore/cancel unwanted advertising, pop up and banners DL-CCE40 I understand the need for security online i.e. personal information may be used for banking security DL-CCE41 I am aware of the need for care in uploading information to the internet DL-CCE49 I know how to set my privacy settings on a social website and can discuss the implications DL-CCE52 I understand that friends only is the sensible choice and can explain why DL-CCE53 I understand that some websites may contain inappropriate or illegal content DL-CCE57</p>	Y4
<p>Practice logging on and exploring School Learning Platform or website. Introduce or recap on other websites that school either pays for or is registered to or recommends. Talk about the advantages of accessing learning in different places. Talk about the advantages of accessing learning in different places. Share and discuss other sites that children use and enjoy.</p> <p>Activity Use a database or spreadsheet to record the classes most used or favourite programs</p>	<p>I can author my own page on a VLE or social website adding appropriate text images or sound DL-CCE21 I can explain in simple terms how wireless devices and mobile phone receive and transmit information DL-CCE22 I know I must ask permission before I upload photos of other people or tag them DL-CCE33 I understand that Blogs can be contributed and viewed by different people DL-CCE34 I know how to identify and ignore/cancel unwanted advertising, pop up and banners DL-CCE40 I understand the need for security online i.e. personal information may be used for banking security DL-CCE41 I can explain in simple terms how wireless devices and mobile phone receive and transmit information DL-CCE22 I am aware of the need for care in uploading information to the internet DL-CCE49 I know how to set my privacy settings on a social website and can discuss the implications DL-CCE52 I understand that friends only is the sensible choice and can explain why DL-CCE53 I understand that some websites may contain inappropriate or illegal content DL-CCE57</p>	Y5
<p>Practice logging on and exploring School Learning Platform or website. Introduce or recap on other websites that school either pays for or is registered to or recommends. Talk about the advantages of accessing learning in different places. Share and discuss other sites that children use and enjoy.</p> <p>Activity Use a database or spreadsheet to record the classes most used or favourite programs</p>	<p>I can author my own page on a VLE or social website adding appropriate text images or sound DL-CCE21 I can explain in simple terms how wireless devices and mobile phone receive and transmit information DL-CCE22 I know I must ask permission before I upload photos of other people or tag them DL-CCE33 I understand that Blogs can be contributed and viewed by different people DL-CCE34 I know how to identify and ignore/cancel unwanted advertising, pop up and banners DL-CCE40 I understand the need for security online i.e. personal information may be used for banking security DL-CCE41 I can explain in simple terms how wireless devices and mobile phone receive and transmit information DL-CCE22 I am aware of the need for care in uploading information to the internet DL-CCE49 I know how to set my privacy settings on a social website and can discuss the implications DL-CCE52 I understand that friends only is the sensible choice and can explain why DL-CCE53 I understand that some websites may contain inappropriate or illegal content DL-CCE57</p>	Y6

<i>Skills Ladder-Suggested Skills that could be taught or discussed in this term with a guide to years that they could be delivered to. (This is only a guideline please consider emotional development levels and understanding when showing video clips or introducing topics.)</i>	
I can author my own page on a VLE or social website adding appropriate text images or sound DL-CCE21	3-6
I can explain in simple terms how wireless devices and mobile phone receive and transmit information DL-CCE22	5-6
I know I must ask permission before I upload photos of other people or tag them DL-CCE33	3-6
I understand that Blogs can be contributed and viewed by different people DL-CCE34	4-6
I know how to identify and ignore/cancel unwanted advertising, pop up and banners DL-CCE40	3-6
I understand the need for security online i.e. personal information may be used for banking security DL-CCE41	4-6
I can recognise that https which is used for banking is more secure and is identified with a padlock DL-CCE42	5-6
I am aware of the need for care in uploading information to the internet DL-CCE49	3-6
I know how to set my privacy settings on a social website and can discuss the implications DL-CCE52	4-6
I understand that friends only is the sensible choice and can explain why DL-CCE53	4-6
I understand that some websites may contain inappropriate or illegal content DL-CCE57	1-6

Spring 2 Growing up with Technology		
<p>Child Focus e-safety clip, Cartoon of little girl on a computer Little girl on computer</p> <p>Talk about personal information and what it is. Do they think the little girl was wrong to go on the computer without asking?</p> <p>Activity</p> <p>Draw a picture of themselves surrounded by technology. Can they show by coloured ticks or circles which ones they can use without permission?</p>	<p>I know that when 'Growing up with Technology' we need to learn different safety awareness skills DL-CCE2</p> <p>I know what personal information is and not to share it online DL-CCE8</p> <p>I can discuss personal safety when I am online outside of school DL-CCE14</p> <p>I know how to report online incidents I find abusive: trusted adult/report abuse button DL-CCE32</p> <p>I am aware that all the safety guidelines apply to mobile devices and games consoles DL-CCE43</p>	Y1
<p>Red , Murphy and Smartie Helping Your Friends Online</p> <p>Our old friends from Belfast Red and Murphy meet our favourite penguin - Smartie! In this film they talk about how to help friends who are being bullied online and what we can all do to make the internet a kinder place.</p> <p>Mitch the Monkey</p> <p>Talk about what the truth is how easy it is to lie or make up stories.</p> <p>Activity</p> <p>Draw pictures of people with disguises of fancy dress on i.e. Little red riding hood,, the wolf</p>	<p>I know that when 'Growing up with Technology' we need to learn different safety awareness skills DL-CCE2</p> <p>I know what personal information is and not to share it online DL-CCE8</p> <p>I can discuss personal safety when I am online outside of school DL-CCE14</p> <p>I understand that some information on the Internet may be untrue, and people may lie in their profiles DL-CCE15</p> <p>I know how to report online incidents I find abusive: trusted adult/report abuse button DL-CCE32</p> <p>I am aware that all the safety guidelines apply to mobile devices and games consoles DL-CCE43</p>	Y2
<p>Ceop-Play Like Share-The films follow the adventures of Sam, Ellie and Alfie as they form a band and enter their school's Battle of the Bands contest, taking on the mean but 'cool' Popcorn Wizards as they go. The three friends learn that while the internet</p>	<p>I know that when 'Growing up with Technology' we need to learn different safety awareness skills DL-CCE2</p> <p>I know what personal information is and not to share it online DL-CCE8</p> <p>I know that pictures can be uploaded to private or public domains CCE9</p> <p>I can discuss personal safety when I am online outside of school DL-CCE14</p>	Y3

<p>can help them in pursuit of their goal, they need to use it wisely and safely. Play+Like+Share The children shared it to the people they knew and had some nice comments. Why do you think when they shared it to everyone it did not go as well? Are likes, views and shares all equally important? Was sharing it with everyone a risk? Was it a good idea? Activity Create a drawing or spidergram or mind map. Showing the different groups of people. Add in the sort of things you might share with the different groups.</p>	<p>I understand that some information on the Internet may be untrue, and people may lie in their profiles DL-CCE15 I know how to report online incidents I find abusive: trusted adult/report abuse button DL-CCE32 I am aware that all the safety guidelines apply to mobile devices and games consoles DL-CCE43 I know some games or online activities can become addictive and I need to monitor my use DL-CCE48</p>	
<p>How Cybersmart are you? Sam will guide you through 11 questions about staying safe online. Decide what to do and select an answer from the ones provided. Good luck! Cybersmart Detectives Create a slide show about Internet Safety. Pick out which safety tips you think are most important. Use all the publishing skills you know. i.e. font, bullet points, backgrounds , hyperlinks and an interactive contents page</p>	<p>I know that when 'Growing up with Technology' we need to learn different safety awareness skills DL-CCE2 I know what personal information is and not to share it online DL-CCE8 I know that pictures can be uploaded to private or public domains DL-CCE9 I can discuss personal safety when I am online outside of school DL-CCE14 I understand that some information on the Internet may be untrue, and people may lie in their profiles DL-CCE15 I know how to report online incidents I find abusive: trusted adult/report abuse button DL-CCE32 I am aware that all the safety guidelines apply to mobile devices and games consoles DL-CCE43 I know some games or online activities can become addictive and I need to monitor my use DL-CCE48</p>	Y4

<p>identity Show and read through the page. Watch the video about how the children created their Avatar. https://avatarmaker.com/ I found it difficult to find an Avatar site without adds /cartoon-avatar-maker/ Activity Use an Art Program App or website to design your own Avatar.</p>	<p>I know that when 'Growing up with Technology' we need to learn different safety awareness skills DL-CCE2 I know what personal information is and not to share it online DL-CCE8 I know that pictures can be uploaded to private or public domains DL-CCE9 I can discuss personal safety when I am online outside of school DL-CCE14 I understand that some information on the Internet may be untrue, and people may lie in their profiles DL-CCE15 I know how to report online incidents I find abusive: trusted adult/report abuse button DL-CCE32 I am aware that all the safety guidelines apply to mobile devices and games consoles DL-CCE43 I know some games or online activities can become addictive and I need to monitor my use DL-CCE48</p>	Y5
<p>Welcome to the Web Welcome to the Web This activity is a revision of things we have learnt. Talk about how people react when they are told to come off technology, to do something else or because they have been banned. If they react badly, is it a problem? Whose responsibility is it to make sure you do not spend too much time in front of a screen? Activity Think about ways you could keep a track or monitor your screen time. Do this for a week and see if you are surprised at the result. Remember we all have the right to be unavailable from our online friends and acquaintances.</p>	<p>I know that when 'Growing up with Technology' we need to learn different safety awareness skills DL-CCE2 I know what personal information is and not to share it online DL-CCE8 I know that pictures can be uploaded to private or public domains DL-CCE9 I can discuss personal safety when I am online outside of school DL-CCE14 I understand that some information on the Internet may be untrue, and people may lie in their profiles DL-CCE15 I know how to report online incidents I find abusive: trusted adult/report abuse button DL-CCE32 I am aware that all the safety guidelines apply to mobile devices and games consoles DL-CCE43 I know some games or online activities can become addictive and I need to monitor my use DL-CCE48</p>	Y6
<p><i>Skills Ladder-Suggested Skills that could be taught or discussed in this term with a guide to years that they could be delivered to. (This is only a guideline please consider emotional development levels and understanding when showing video clips or introducing topics.)</i></p>		

I know that when 'Growing up with Technology' we need to learn different safety awareness skills DL-CCE2	1-6
I know what personal information is and not to share it on line DL-CCE8	1-6
I know that pictures can be uploaded to private or public domains DL-CCE9	3-6
I can discuss personal safety when I am online outside of school DL-CCE14	1-6
I understand that some information on the Internet may be untrue and people may lie in their profiles DL-CCE15	2-6
I know how to report online incidents I find abusive: trusted adult/report abuse button DL-CCE32	1-6
I am aware that all the safety guidelines apply to mobile devices and games consoles DL-CCE43	1-6
I know some games or online activities can become addictive and I need to monitor my use DL-CCE48	3-6
I know the meaning of common website extensions such as .org,..net, .ac, .gov DL-CCE59	4-6

Su1 .Using Technology to Communicate		
<p>Digiduck Explore the Digiduck resources. Think how we might share information: we can talk, leave a note, send a letter or a postcard, send a text on a phone or an email from a computer, laptop or tablet, which would you like to receive, which do you think is the easiest or quickest.</p> <p>Activity Have fun leaving notes and letters around your classroom. Can you communicate in any other ways?</p>	<p>I can use a collaborative program or e-mail to gather and share information DL-CCE5 I know how to respond to unpleasant communications via text, email, IM (instant messaging) & phones DL-CCE30</p>	Y1
<p>Lee and Kim is a cartoon story about two children who are helped by Sid.SID is a superhero who protects children on the internet! He likes to fly around and teach children how to stay safe. He also loves to sing... Lee and Kim</p> <p>Activity Use a program to send emails. Choose a subject that you are all going to talk about. It might be your favourite colour or game.</p>	<p>I can use a collaborative program or e-mail to gather and share information DL-CCE5 I know not to use my real name on the Internet or Gaming Sites DL-CCE23 I am aware of safe ways to avoid identifying myself online: Nickname, Avatar DL-CCE27 I know how to respond to unpleasant communications via text, email, IM (instant messaging) & phones DL-CCE30</p>	Y2
<p>Marvin Wants a Phone -Video to open discussion about wanting a phone.</p> <p>Activity Write a letter explaining why you would like a phone. Think of all the advantages, but also talk about the disadvantages and how you will avoid them.</p>	<p>I can use a collaborative program or e-mail to gather and share information DL-CCE5 I know not to use my real name on the Internet or Gaming Sites DL-CCE23 I am aware of safe ways to avoid identifying myself online: Nickname, Avatar DL-CCE27 I know how to respond to unpleasant communications via text, email, IM (instant messaging) & phones DL-CCE30</p>	Y3
<p>Horrible Histories shows us what to look out for when dealing with spam Lady Jane Grey Spam Internet Safety - CBBC</p> <p>Horrible Histories have some useful tips on how to keep safe on the internet. Watch what happens when it all goes wrong for Guy Fawkes Horrible History privacy</p> <p>Activity Create your own Horrible History about communicating by email .</p>	<p>I can use a collaborative program or e-mail to gather and share information DL-CCE5 I know not to use my real name on the Internet or Gaming Sites DL-CCE23 I am aware of safe ways to avoid identifying myself online: Nickname, Avatar DL-CCE27 I know how to respond to unpleasant communications via text, email, IM (instant messaging) & phones DL-CCE30 I can send and open an email safely DL-CCE36 I can use e-mail to gather and share information DL-CCE37 I can attach a document, file or object to an email DL-CCE38 I know why to be careful before opening email attachments: phishing, virus or unpleasant content DL-CCE39</p>	Y4

<p>Wild about Safety- Wild About Safety with Timon and Pumbaa Safety Smart PSA Wild about Safety Games Explore the Disney resources</p> <p>Activity Draw your Favourite character and use speech bubbles to give advice.</p>	<p>I can use a collaborative program or e-mail to gather and share information DL-CCE5 I know not to use my real name on the Internet or Gaming Sites DL-CCE23 I am aware of safe ways to avoid identifying myself online: Nickname, Avatar DL-CCE27 I know how to respond to unpleasant communications via text, email, IM (instant messaging) & phones DL-CCE30 I can send and open an email safely DL-CCE36 I can use e-mail to gather and share information DL-CCE37 I can attach a document, file or object to an email DL-CCE38 I know why to be careful before opening email attachments: phishing, virus or unpleasant content DL-CCE39</p>	Y5
<p>One in five 10-12 year olds with a social media account has been bullied online, according to a Newsround survey. The survey, carried out by Comres, found that nearly eight out of ten 10-12 year olds in the UK has at least one social media account. This is despite the fact that many networks say you have to be 13 to join. The survey asked over a thousand 10-18 year olds in the UK about their experiences on social media. Your thoughts</p> <p>Activity Create your own News Desk to report Internet Issues</p>	<p>I can use a collaborative program or e-mail to gather and share information DL-CCE5 I know not to use my real name on the Internet or Gaming Sites DL-CCE23 I am aware of safe ways to avoid identifying myself online: Nickname, Avatar DL-CCE27 I know how to respond to unpleasant communications via text, email, IM (instant messaging) & phones DL-CCE30 I can send and open an email safely DL-CCE36 I can use e-mail to gather and share information DL-CCE37 I can attach a document, file or object to an email DL-CCE38 I know why to be careful before opening email attachments: phishing, virus or unpleasant content DL-CCE39</p>	Y6
<p><i>Skills Ladder-Suggested Skills that could be taught or discussed in this term with a guide to years that they could be delivered to. (This is only a guideline please consider emotional development levels and understanding when showing video clips or introducing topics.)</i></p>		
I can use a collaborative program or e-mail to gather and share information DL-CCE5		1-6
I understand the difference between snail mail, texts, email, phone calls, Skype & webcams. DL-CCE10		3-6
I know not to use my real name on the Internet or Gaming Sites DL-CCE23		2-6
I know how to stay safe on a Mobile Phone and how to turn off Bluetooth in a public place DL-CCE26		3-6
I am aware of safe ways to avoid identifying myself online: Nickname, Avatar DL-CCE27		2-6
I know how to respond to unpleasant communications via text, email, IM (instant messaging) & phones DL-CCE30		1-6
I know the importance of keeping evidence of inappropriate electronic communication DL-CCE31		3-6
I can send and open an email safely DL-CCE36		4-6
I can use e-mail to gather and share information DL-CCE37		4-6
I can attach a document, file or object to an email DL-CCE38		4-6
I know why to be careful before opening email attachments: phishing, virus or unpleasant content DL-CCE39		4-6

Summer 2 Living with Technology		
<p>5 Rules- cartoon clip about Internet Issues Smart Rules poster</p> <p>It will soon be the Summer Holidays. Recap the rules and guidelines that they have learnt over the year. Talk abouts sites that they might go on i.e., School webpage or Learning Platform, educational or fun sites. Give them chance to talk about and recommend sites. Explain that you cannot show all the sites they talk about because of age restrictions or security settings.</p> <p>Activity Decide on 5 or more sites that are suitable and make a list. This could be printed to take home.</p>	<p>I understand the difference between Stand Alone, Network and the Internet DL-CCE1</p> <p>I know what personal information is and not to share it online DL-CCE8</p> <p>I can tell someone if I am unhappy about an internet page, email, text message or phone call DL-CCE12</p>	Y1
<p>E safety-Dongle safety song Children discussed issues arising about personal information, accepting emails, meeting up with online friends, telling trusted adults questioning 'Who is reliable? Dongle'.</p> <p>Smart Rules Poster Smart Rules poster</p> <p>It will soon be the Summer Holidays. Recap the rules and guidelines that they have learnt over the year. Talk abouts sites that they might go on i.e., School webpage or Learning Platform, educational or fun sites. Give them chance to talk about and recommend sites. Explain that you cannot show all the sites they talk about because of age restrictions or security settings.</p> <p>Activity Decide on 5 or more sites that are suitable and make a list. This could be printed to take home.</p>	<p>I understand the difference between Stand Alone, Network and the Internet DL-CCE1</p> <p>I know what personal information is and not to share it online DL-CCE8</p> <p>I can tell someone if I am unhappy about an internet page, email, text message or phone call DL-CCE12</p>	Y2
<p>Watch some examples of how computers are used day to day by ordinary people. They are used in shops, for taking photographs, in sport, for making music and films, to help us to learn, in aeroplanes and for going into space. What do you use your computer for? bbc Using computers at work</p> <p>It will soon be the Summer Holidays. Recap the rules and guidelines that they have learnt over the year. Talk abouts sites that they might go on i.e., School webpage or Learning Platform, educational or fun sites. Give them chance to talk about and recommend sites. Explain that you cannot show all the sites they talk about because of age restrictions or security settings.</p> <p>Activity</p> <p>Decide on 5 or more sites that are suitable and make a list. This could be printed to take home.</p>	<p>I can tell someone if I am unhappy about an internet page, email, text message or phone call DL-CCE12</p> <p>I know how to identify and ignore/cancel unwanted advertising, pop up and banners DL-CCE40</p> <p>I am aware of the need for care in uploading information to the internet DL-CCE49</p>	Y3

<p>This is an assembly from CEOPs Thinkuknow education programme that helps children to understand what constitutes personal information. The assembly enables children to understand that they need to be just as protective of their personal information online, as they are in the real world. It also directs where to go and what to do if children are worried about any of the issues covered. Jigsaw</p> <p>It will soon be the Summer Holidays. Recap the rules and guidelines that they have learnt over the year. Talk about sites that they might go on i.e., School webpage or Learning Platform, educational or fun sites. Give them chance to talk about and recommend sites. Explain that you cannot show all the sites they talk about because of age restrictions or security settings.</p> <p>Activity</p> <p>Decide on 5 or more sites that are suitable and make a list. This could be printed to take home.</p>	<p>I can tell someone if I am unhappy about an internet page, email, text message or phone call DL-CCE12</p> <p>I know I must ask permission before I upload photos of other people or tag them DL-CCE33</p> <p>I understand that Blogs can be contributed and viewed by different people DL-CCE34</p> <p>I know how to identify and ignore/cancel unwanted advertising, pop up and banners DL-CCE40</p> <p>I understand the need for security online i.e. personal information may be used for banking security DL-CCE41</p> <p>I am aware of the need for care in uploading information to the internet DL-CCE49</p> <p>I understand that friends only is the sensible choice and can explain why DL-CCE53</p>	Y4
<p>5 Internet Safety Tips for Kids-Sharing photos, posting comments, playing video games -- these are just a few of the ways that kids interact online. But when sharing goes beyond friends and family, it can be risky. Read about privacy and Internet safety and watch this video to learn five Internet safety rules for kids. Internet Safety Tips for Kids</p> <p>It will soon be the Summer Holidays. Recap the rules and guidelines that they have learnt over the year. Talk about sites that they might go on i.e., School webpage or Learning Platform, educational or fun sites. Give them chance to talk about and recommend sites. Explain that you cannot show all the sites they talk about because of age restrictions or security settings.</p> <p>Activity</p> <p>Decide on 5 or more sites that are suitable and make a list. This could be printed to take home.</p>		

<p>Start-rite asks 7-11 year olds about Parents usage of devices and how it makes them feel. What children think</p> <p>Caught in the Web is a Newsround special programme all about staying safe on the internet. he show, which is voiced by David Tennant, tells the story of a girl called Lost Princess, who gets into danger after meeting someone in a chatroom. It also has lots of tips on how to be safe, and case studies of children with real-life experiences of how things can go wrong. Caught in the Web</p> <p>It will soon be the Summer Holidays. Recap the rules and guidelines that they have learnt over the year. Talk about sites that they might go on i.e., School webpage or Learning Platform, educational or fun sites. Give them chance to talk about and recommend sites. Explain that you cannot show all the sites they talk about because of age restrictions or security settings.</p> <p>Activity</p> <p>Decide on 5 or more sites that are suitable and make a list. This could be printed to take home.</p>	<p>I can tell someone if I am unhappy about an internet page, email, text message or phone call DL-CCE12</p> <p>I can explain in simple terms how wireless devices and mobile phone receive and transmit information DL-CCE22</p> <p>I know I must ask permission before I upload photos of other people or tag them DL-CCE33</p> <p>I understand that Blogs can be contributed and viewed by different people DL-CCE34</p> <p>I know how to identify and ignore/cancel unwanted advertising, pop up and banners DL-CCE40</p> <p>I understand the need for security online i.e. personal information may be used for banking security DL-CCE41</p> <p>I am aware of the need for care in uploading information to the internet DL-CCE49</p> <p>I understand that friends only is the sensible choice and can explain why DL-CCE53</p> <p>I understand that some websites may contain inappropriate or illegal content DL-CCE57</p>	Y5
<p>Taking the Mystery Out Of Copyright- Little cartoon about copyright./Questions answered about Copyright copyrightmystery</p> <p>what-is-your-digital-footprint-Digital footprint: what is it and why should you care?</p> <p>It will soon be the Summer Holidays. Recap the rules and guidelines that they have learnt over the year. Talk about sites that they might go on i.e., School webpage or Learning Platform, educational or fun sites. Give them chance to talk about and recommend sites. Explain that you cannot show all the sites they talk about because of age restrictions or security settings.</p> <p>Activity</p> <p>Decide on 5 or more sites that are suitable and make a list. This could be printed to take home.</p>	<p>I can tell someone if I am unhappy about an internet page, email, text message or phone call DL-CCE12</p> <p>I can explain in simple terms how wireless devices and mobile phone receive and transmit information DL-CCE22</p> <p>I know I must ask permission before I upload photos of other people or tag them DL-CCE33</p> <p>I understand that Blogs can be contributed and viewed by different people DL-CCE34</p> <p>I know how to identify and ignore/cancel unwanted advertising, pop up and banners DL-CCE40</p> <p>I understand the need for security online i.e. personal information may be used for banking security DL-CCE41</p> <p>I am aware of the need for care in uploading information to the internet DL-CCE49</p> <p>I understand that friends only is the sensible choice and can explain why DL-CCE53</p> <p>I understand that some websites may contain inappropriate or illegal content DL-CCE57</p>	Y6
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I understand the difference between Stand Alone, Network and the Internet DL-CCE1		
I know what personal information is and not to share it on line DL-CCE8		
I can tell someone if I am unhappy about an internet page, email, text message or phone call DL-CCE12		
I can explain in simple terms how wireless devices and mobile phone receive and transmit information DL-CCE22		
I know I must ask permission before I upload photos of other people or tag them DL-CCE33		

I understand that Blogs can be contributed and viewed by different people DL-CCE34	4-6
I know how to identify and ignore/cancel unwanted advertising, pop up and banners DL-CCE40	4-6
I understand the need for security online i.e. personal information may be used for banking security DL-CCE41	3-6
I am aware of the need for care in uploading information to the internet DL-CCE49	4-6
I understand that friends only is the sensible choice and can explain why DL-CCE53	3-6
I understand that some websites may contain inappropriate or illegal content DL-CCE57	4-6
	5-6

A lot of the video clips have disappeared from their original sites but can be found on Youtube. I have tried to chase them down. I apologise for the adverts.

The links are working today but they often disappear, sometimes you can find the resources elsewhere if you hunt. I have included a few extra sites below to help you.

For more up detailed and up to date objectives visit Education for a Connected World.

<u>Education for a Connected World</u> Education for a Connected World is a tool for anyone who works with children and young people. It enables the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world.	It focuses specifically on eight different aspects of online education:	1. Self-image and Identity 2. Online relationships 3. Online reputation 4. Online bullying 5. Managing online information 6. Health, wellbeing and lifestyle 7. Privacy and security 8. Copyright and ownership
Common Sense <u>digital-citizenship</u>	Pause and think online Private and Personal Information	This is an American Site but some of the songs are colourful and catchy. It is worth taking time to explore the songs to see if you could use any to introduce ideas or discussion.
Netsmartzkids <u>https://www.netsmartzkids.org/</u> <u>https://www.netsmartzkids.org/activities/</u>	Cartoons and Games Printable activities	Someone's spreading bad content around Badromeda! Help Nettie and Webster clean it up before it's too late!
iKeep Safe <u>https://ikeepsafe.org/resources/educator/</u>	This website may be worth checking out it has a variety of resources	The iKeepSafe mission is to provide a safe digital landscape for children, schools, and families by supporting the protection of student privacy, while advancing learning in a digital culture. To support this mission, we provide data privacy certifications to technology companies, educational resources to schools, and information to the community.
Internet Matters <u>https://www.internetmatters.org/schools-esafety/primary/</u>	This site has resources and advice for both Educators and parents	

NSPCC https://www.nspcc.org.uk/keeping-children-safe/online-safety/	Lots of resources for all age groups and issues.	
BBC safer-internet-day-resources/z6bbhbk	Lots of video clips and resources for Primary and Secondary.	
Think You Know-CEOP https://www.thinkuknow.co.uk/	A fantastic site. If you are an educator register to gain access to resources.	A lot of the CEOP videos are available on You Tube. Always watch the videos first to make sure they are suitable for the children you are showing to them. It may depend on the maturity of the children or the issues they are dealing with.
UK Safer Internet UKsaferinternet.org.uk		Planning and Resources
Childnet smartie-the-penguin (powerpoint download)		An e-safety story for 3 to 7-year olds. About a penguin EYFS The first version of story covers the following themes: Pop ups and in app purchasing, Inappropriate websites for older children, Cyberbullying Y1-2The second version of the story covers the following themes: Upsetting images, Unreliable information, Talking to strangers online
360 Degrees https://swgfl.org.uk/services/360-degree-safe/		360 degree safe is a free tool to help schools review their Online Safety policy and practice. We walk you through each aspect of Online Safety, helping you to collaborate, report, and progress
Netiquette		Cartoon about Netiquette and how to be polite online.
Newsround Caught in the Web		Caught in the Web is a Newsround special programme all about staying safe on the internet. The show, which is voiced by David Tennant, tells the story of a girl called Lost Princess, who gets into danger after meeting someone in a chatroom. It also has lots of tips on how to be safe, and case studies of children with real-life experiences of how things can go wrong. Check content for suitability
Keep yourself switched on music video		
Be Internet Awesome beinternetawesome		Interland is an adventure-packed online game that makes learning about internet safety interactive and fun – just like the internet itself. Here, children will help their fellow Internauts combat badly-behaved hackers, phishers, overshakers and bullies by practising the skills that they need to be confident online explorers.

Cybersmart Cybersmart Detectives		Take up the challenge! Be smart about protecting yourself from inappropriate contact online.
safekids quiz		The Online Safety Quiz is your chance to show that you know how to be a safe Internet surfer.
Teaching Copyright Electronic Frontier Foundation (eff.org)		Questions answered about Copyright
Digital Footprint		Students learn that the information that they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it.
Quiz: Are you an accidental cyberbully? - CBBC - BBC		Quiz- Are you an Accidental Cyberbully-Have you ever left an online comment you regret? Sometimes you might be a cyberbully without realising.