

# Progression in e-Safety

## Key Stage 2



POS statements Sept 2014	BYTE e-Sense Award: <u>Terabyte</u>		BYTE e-Sense Award: <u>Petabyte</u>	
	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns and inappropriate behaviour.</li> </ul>			
<p><b>Children understand concepts</b></p> 	<ul style="list-style-type: none"> <li>I can talk about what makes a secure password and why they are important.</li> <li>I can protect my personal information when I do different things online.</li> <li>I can use the safety features of websites as well as reporting concerns to an adult.</li> <li>I can recognise websites and games appropriate for my age.</li> <li>I can make good choices about how long I spend online.</li> <li>I ask an adult before downloading files and games from the Internet.</li> <li>I can post positive comments online.</li> </ul>	<ul style="list-style-type: none"> <li>I choose a secure password when I am using a website.</li> <li>I can talk about the ways I can protect myself and my friends from harm online.</li> <li>I use the safety features of websites as well as reporting concerns to an adult.</li> <li>I know that anything I post online can be seen by others.</li> <li>I choose websites and games that are appropriate for my age.</li> <li>I can help my friends make good choices about the time they spend online.</li> <li>I can talk about why I need to ask a trusted adult before downloading files and games from the Internet.</li> <li>I comment positively and respectfully online.</li> </ul>	<ul style="list-style-type: none"> <li>I protect my password and other personal information.</li> <li>I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult.</li> <li>I know that anything I post online can be seen, used and may affect others.</li> <li>I can talk about the dangers of spending too long online or playing a game.</li> <li>I can explain the importance of communicating kindly and respectfully.</li> <li>I can discuss the importance of choosing an age-appropriate website or game.</li> <li>I can explain why I need to protect my computer or device from harm.</li> </ul>	<ul style="list-style-type: none"> <li>I protect my password and other personal information.</li> <li>I can explain the consequences of sharing too much about myself online.</li> <li>I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.</li> <li>I can explain the consequences of spending too much time online or on a game.</li> <li>I can explain the consequences to myself and others of not communicating kindly and respectfully.</li> <li>I protect my computer or device from harm on the Internet.</li> </ul>
<p><b>Teacher enables progress</b></p> 	<ul style="list-style-type: none"> <li>Discuss and agree classroom rules / expectations about safe use of the Internet.</li> <li>Model how to protect personal information and how to choose a secure password.</li> <li>Reinforce the rule about keeping adults informed about Internet activity and telling if you see something you don't like or if you feel you're being bullied.</li> <li>Model how to choose age-appropriate websites and minimise risk of viruses</li> <li>Provide opportunities to communicate and collaborate safely and respectfully with others online e.g. class blogging</li> <li>Model how to provide appropriate responses to others' work e.g.</li> </ul>		<ul style="list-style-type: none"> <li>Provide opportunities to discuss and agree classroom rules / expectations about safe use of the Internet.</li> <li>Model how to protect personal information through secure passwords and making good choices about sharing information.</li> <li>Provide opportunities to discuss what is an appropriate amount of time to spend online</li> <li>Talk about how to protect themselves and devices from inappropriate content/conduct and virus threats,</li> <li>Model how to report concerns e.g. telling an adult, using Report Abuse button.</li> <li>Model the use of appropriate tools to communicate with others in a safe, responsible and respectful way.</li> </ul>	

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	through class blogs.	
<p><b>Children build skills</b></p> 	<ul style="list-style-type: none"> <li>• Agree sensible e-safety rules for the classroom.</li> <li>• Choose a secure password for age-appropriate websites.</li> <li>• Discuss what actions could be taken if they are uncomfortable or upset online e.g. Report Abuse button.</li> <li>• Talk about what games they enjoying playing and what good choices are when playing games e.g. content, screen time.</li> <li>• Use a class blog to share information and talk about who can see it, and how to communicate safely and respectfully</li> <li>• Comment and provide positive feedback on the work of classmates in school or online, or the work of others online.</li> </ul>	<ul style="list-style-type: none"> <li>• Agree sensible e-safety rules for the classroom.</li> <li>• Discuss their own personal use of the Internet and choices they make including excessive use, personal information and password security,</li> <li>• Discuss how to protect devices from virus threats.</li> <li>• Discuss the importance of keeping an adult informed about what you're doing online, and how to report concerns.</li> <li>• Explore using the safe and responsible use of online communication tools e.g. blogs, messaging.</li> </ul>
<p><b>Suggested activities for children to develop process</b></p> 	Agree class rules for the responsible use of technology. Create posters, presentations, videos or leaflets of the rules	
	Use password creator activities from Netsafe <a href="http://hectorsworld.netsafe.org.nz/teachers/lesson-plans-and-resources/webcam-covers/">http://hectorsworld.netsafe.org.nz/teachers/lesson-plans-and-resources/webcam-covers/</a>	Watch <a href="#">Kieran's Story</a> (part of BBC Caught in the Web at 6 mins). Keep a diary of own online use.
	Watch <a href="#">Captain Kara Chapter 5 (Meet)</a> or <a href="#">Jigsaw CEOP video</a> to reinforce reporting concerns and discuss the ways this can be done.	Visit <a href="#">How Secure is my Password</a> or <a href="#">Microsoft Password Checker</a> to check password status.
	Create a class top 10 of games to play on a computer. Talk about what makes them good choices to play. Discuss effects of spending too long playing games on devices. Role-play sensible/inappropriate time on the computer.	Watch <a href="#">Jigsaw video</a> about posting personal information online. Discuss what is okay to share online and what should be talked about in person.
	Watch <a href="#">Captain Kara Chapter 1 (Accept)</a> or <a href="#">BBC Horrible Histories (Beware the Download)</a> and talk about responsible behaviour online.	Watch and discuss <a href="#">Lucy's Story</a> (part of BBC Caught in the Web at 3 mins) or <a href="#">Let's Fight it Together</a> to discuss protecting yourself and reporting cyberbullying.
	Watch <a href="#">Captain Kara Chapter 4 (Tell)</a> and <a href="#">Suffering in Silence</a> to discuss the effects of unkind communication.	Watch <a href="#">Tracey Beaker Come Alone Carmen</a> to discuss the risks of meeting people online and why you should always keep an adult informed.
	Comment constructively on the work of others online e.g. two stars and a wish response.	Use <a href="#">ThinkUKnow Cybercafe activites</a> to explore how to safe online spaces and use mobile phones and chat rooms Use Horrible Histories <a href="#">Internet Privacy Settings video</a> and <a href="#">Internet Videos are Forever</a> to discuss the impact of making unsafe or bad choices online.
<p><b>Objectives and activities are taken from the Terabyte and Petabyte BYTE e-Sense Awards. For more information on the BYTE Awards go to <a href="http://bit.ly/somersetbyte">http://bit.ly/somersetbyte</a></b></p>		