



Willow Wood Community Primary School Online Safety Curriculum

Year Group	Term 1	Term 2 (Safer Internet Day February)	Term 3
Reception	<p>Going Places Safely</p> <p>Students learn that they can go to exciting places online, but they need to follow certain rules to remain safe. By taking a virtual field trip, students experience the power of the Internet to take them to places they might not be able to visit in person. They learn that they should follow safety rules when they travel online, just as when traveling in the real world.</p> <p>Link below includes video and lesson plan on PDF</p> <p>https://www.commonsensemedia.org/educators/lesson/going-places-safely-k-2</p>	<p>Going Places Safely</p> <p>Further lesson idea:</p> <p>Create a class safety promo film for staying safe around the school. If green screen technology is available pupils could create a safety promo film for other places such as the local park, the city centre, the library etc.</p> <p>Take class on a short technology safari around the local area identifying street technology: network boxes, traffic lights, street lighting controls, alarms etc</p>	<p>How can you use the alphabet to find things online?</p> <p>Students search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet. After observing a search as a class, students are assigned letters of the alphabet and perform their own searches on a children's directory site. Using the Our Picture Dictionary Student Handout, students select and print out pictures to create their own picture dictionary for the classroom.</p> <p>Link below includes video and lesson plan on PDF along with worksheets, which I have saved.</p> <p>https://www.commonsensemedia.org/educators/lesson/a-b-c-searching-k-2</p>
Year 1	<p>Keep It Private</p> <p>What kinds of information should you keep to yourself when you use the Internet?</p> <p>Students learn that many websites ask for information that is private and discuss how to responsibly handle such requests. Students review what information is private and should not be shared without a trusted adult's permission. They view an online form that asks for private information and understand that they should never share this kind of information online. Students then view sites that ask them to create usernames, and they learn rules for safeguarding their private information when they create usernames.</p> <p>Pupils create their own 'Shop Window' - What information would you like to be available about you in a safe shop window? What information wouldn't they include and why?</p> <p>https://www.commonsensemedia.org/educators/lesson/keep-it-private-k-2</p>	<p>Keep it Private</p> <p>Further lesson idea:</p> <p>Pupils create their own 'Shop Window' - What information would you like to be available about you in a safe shop window? What information wouldn't they include and why?</p> <p>https://www.thinkuknow.co.uk/5_7/hectorsworld/Episode1/</p> <p>There's also colouring sheets on here you can download linked to the cartoon.</p>	<p>Sending Email (K-2)</p> <p>How do you connect with others through email?</p> <p>Students explore how they can use email to communicate with real people within their schools, families, and communities. After discussing the different ways they can send messages to other people, students observe an email exchange between teachers on paper. Students then participate in an imaginative role-play that helps them envision how messages are transmitted between people over the Internet.</p> <p>Link to lesson plan, children to act out how the internet sends and receives messages.</p> <p>https://www.commonsensemedia.org/educators/lesson/sending-email-k-2</p> <p>You could also use Purple Mash to practice composing, sending and receiving emails.</p>



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Year 2	<p>Follow the Digital Trail</p> <p>What information is OK to have in your digital footprint? Students learn that the information 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. Students follow the digital information trails of two fictional animals. They make observations about the size and content of each trail, and connect these observations by thinking critically about what kinds of information they want to leave behind.</p> <p>Link to lesson plan and video following the fictional animals.</p> <p>https://www.common SenseMedia.org/educators/lesson/follow-digital-trail-2-3</p>	<p>Staying Safe Online</p> <p>Read the e-book and identify points where he needs to make a decision. Discuss with children what they would advise Digi Duck to do.</p> <p>Childnet - Digiduck e-book</p>	<p>Screen Out the Mean</p> <p>What can you do when someone is mean to you online? Students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it. Students first read a scenario about mean online behavior. They then discuss what cyberbullying is, how it can make people feel, and how to respond. Then they use their knowledge to create a simple tip sheet on cyberbullying. Students recognize that it is essential to tell a trusted adult if something online makes them feel angry, sad, or scared.</p> <p>Link to lesson plan</p> <p>https://www.common SenseMedia.org/educators/lesson/screen-out-mean-2-3</p>
Year 3	<p>My Online Community</p> <p>How does the Internet connect you to others? Students explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community. Students discuss the nature of the Internet, and understand that while it is not a “real” physical place, it is made up of real people. They use a graphic representation to explain the different in-person connections they have with their family, friends, and community. Students then use the same graphic model to represent how they could connect to others on the Internet by creating maps of their potential online community.</p> <p>Link to lesson plan</p> <p>https://www.common SenseMedia.org/educators/lesson/my-online-community-k-2</p>	<p>Powerful Passwords</p> <p>Strong passwords are an essential part of cybersecurity, of protecting oneself from online threats and attacks. You need strong passwords to protect your computer (and other internet enabled devices), and a different strong password for each online account or activity (email, IM, social networking, banking, gaming etc). A strong password will be a mix of upper and lower case letters and numbers. Some sites will allow you to choose symbols as well. A password should never be a name or date of birth, or a dictionary word. Typically a password will need to be eight to fourteen characters long.</p> <p>Children to take part in discussions where they create a new password and then input it into the password checker. Make it clear what might be at risk if your password isn’t secure along with how it shouldn’t be shared with anyone other than a trusted adult.</p> <p>https://howsecureismypassword.net/ - use this to type in examples of bad passwords e.g password. It gives a verdict on how quickly the password could be guessed.</p> <p>Children could access this site in their ICT lesson and ‘have a play’ with putting in passwords they might choose – without revealing them to anyone else.</p>	<p>Things for Sale (K-2)</p> <p>How do some websites try to get you to buy things? Students examine websites that are designed to encourage them to buy a particular product. Students learn to recognize the varied methods used to promote and sell products on these sites. Students explore several product sites aimed at kids, identifying elements designed to draw their attention and make them want to buy the product. They grasp how the games, videos, activities, and other appealing features of the site serve the ultimate purpose of selling the product. Students then use what they have learned to draw a home page for a product site of their own invention. Children to recognise that not all is at it seems online – persuasion is everywhere.</p> <p>Link to lesson plan</p> <p>https://www.common SenseMedia.org/educators/lesson/things-sale-2-3</p>



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Year 4	<p>Private and Personal Information</p> <p>How can you protect yourself from online identity theft? Pupils think critically about the information they share online.</p> <p>Create 2 T-shirt/baseball cap designs one that must feature public online profile information and the second that must feature personal or private information. Explore and discuss how Pupils would feel wearing each of the designs in a range of locations and scenarios, including at home, at school, in town, at the park.</p>	<p>Rings of Responsibility</p> <p>Students explore what it means to take on responsibilities in both their offline and online communities as a way to learn how to be good digital citizens.</p> <p>This will take you to the lesson plan and the activity to complete.</p> <p>http://www.digizen.org/digicentral/digital-values.aspx</p> <p>Children to create a class oath as to how they'll be good digital citizens. This could be done with GreenScreen.</p>	<p>Whose is it Anyway?</p> <p>Pupils learn that copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others.</p> <p>Create a collaborative piece of writing linked to a current curriculum focus. Include links to source information.</p>
Year 5	<p>You've Won a Prize</p> <p>Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it.</p> <p>Follow the link for associated lesson plan.</p> <p>https://www.common sense media.org/educators/lesson/youve-won-prize-4-5</p> <p>This could be something incorporated into English whilst reading your class book. A character in the story could receive a spam email.</p>	<p>Sharing on social media</p> <p>Children to create a Facebook page without any prior teaching (paper template). Feedback and share what they've put on it. Discuss how we should share addresses etc and how our images should be carefully chosen. Children then to create another applying all the teaching points discussed.</p>	<p>Picture Perfect (3-5)</p> <p>How can photos be changed on the computer, and how can that affect your feelings about the way you look?</p> <p>Students consider how digitally manipulated photos can affect the way people feel about their appearance, as well as help sell products. After learning that photos can be transformed on the computer, students first discuss how photo alteration can be both creative and, at times, deceptive. They then watch a short video that shows the evolution of a makeup-free model into a digitally enhanced billboard ad. Finally, students work in groups to analyze the messages on two magazine covers featuring digitally altered photographs.</p> <p>https://www.common sense media.org/educators/lesson/picture-perfect-3-5</p>
Year 6	<p>Selling Stereotypes (3-5)</p> <p>How do we learn stereotypes of boys and girls from media messages?</p> <p>Students recap the concept of a stereotype, and they explore the messages they receive regarding differences between boys and girls. Students first watch and discuss a video of a little girl questioning why companies market boys' and girls' toys differently.</p>	<p>Sharing images online</p> <p>https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/</p> <p>Show children the video 'I saw your Willy' (Resources available https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/).</p>	<p>Cyber Bullying</p> <p>Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.</p> <p>Children could create their own problem pages, Big Brother style diary room to hot seat via green screen.</p>



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	<p>Then they compare and contrast gender stereotypes portrayed in two LEGO® online activity zones.</p> <p>Lesson plan below.</p> <p>https://www.commonsemmedia.org/educators/lesson/selling-stereotypes-3-5</p>		<p>https://www.kidscape.org.uk/cyberbullying/</p>
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- It is statutory for all children to access online safety. This will be reinforced during PSHE lessons, assemblies and the issue of copyrighting and safety when emailing (year 3 and 6) should be stressed when delivering the computing curriculum.
- ICT acceptable use policies should be adhered to and referred to regularly during lessons taken in the ICT Suite. Consequences must be given to those who break the rules they have signed.
- Other things to think about - grooming lessons for year 5 and 6 – Hello Charlie teaches grooming.
- Update all children/parents regularly with any changes regarding app use e.g Snapchat, Facebook etc. Content, policy changes. Messages to be sent out on Twitter and Facebook. Look into creating an Online Safety section on the website.