

KEY STAGE 1 - Sheffield Online Safety Curriculum 2019

Online Safety Strand	Lifestyle & Health	The Social Web	Protecting Ourselves	Commercial Risks	News & Information
	Well-being, Mental Health, Identity, Stereotypes, Medical Information	Social Media, Gaming, Friendships, Bullying, Reputation	Sexual content, Consent, Control, Meeting Strangers Online and in Real Life, Images	Money, Privacy, Personal Information, Copyright, Online Security	The Media, Digital Literacy, Verifying Content
KS1	L1 - Screen Time L2 - Choosing What to do Online	S1 - Personal Information S2 - Being Kind Online S3 - Communicating Online	P1 - Online Strangers P2 - Feeling Uncomfortable Online P3 - Searching Safely	C1 - Passwords C2 - What is the Internet? C3 - Accepting Messages	N1 - Content Creators N2 - Scary News

N.B. Text in blue are links to documents, presentations or websites. Please click on the links to be taken straight to the resource that you need.

Lifestyle and Health

Objectives	Discussions	Activities
<p>L1 - Screen Time</p> <p>90 minutes</p> <p>Understand that we all need to have a healthy balance of online and offline activities</p> <p>Understand that some online activities can be detrimental to our mental health</p>	<p>Presentation: Screen Time</p> <p>Watch: What can happen if we spend too much time online? Can too much gaming affect our mood?</p> <p>Watch: Red and Murphy: Screen Time and Mindfulness https://www.youtube.com/watch?v=FNQmo0LF6YY&t=7s</p> <p>Watch: The Digital 5 A Day CHALLENGE - by the Children's Commissioner Simply Luke https://www.youtube.com/watch?time_continue=650&v=MsUGmyjqw2w</p> <p>Look at the 5 elements of the 'Digital 5-a-Day'</p> <ul style="list-style-type: none"> ● Connect ● Be active 	<p>Activity: Digital 5-a-Day - Print</p> <p>Children sort pictures of online activities into 6 piles:</p> <ul style="list-style-type: none"> ● Connect ● Be active ● Get Creative ● Give to others ● Be mindful ● Not part of our digital 5-a-day

	<ul style="list-style-type: none"> ● Get Creative ● Give to others ● Be mindful <p>From: https://www.childrenscommissioner.gov.uk/2017/08/06/digital-5-a-day/</p> <p>What is a healthy amount of screen time? When is a sensible bedtime?</p>	
<p>L2 - Choosing what to do online</p> <p>70 minutes</p> <p>Understand that we must decide what to do and not do online</p>	<p><u>Presentation: Choosing what to do online</u></p> <p>As a class, make a list of what we like and don't like online. [Give plenty of time, so that the children all have time to speak, and you have a chance to learn about their online lives]</p> <p>Has anyone seen something that scared them?</p> <p>Was it dangerous / upsetting?</p> <p>What can they do to stay safe? [Tell adults, press back, turn off device]</p> <p>[Report any concerns to safeguarding team]</p>	<p><u>Activity: Choosing what to do online - Print</u></p> <p>Put a tick or a cross next to images, depending on whether they look appropriate for children.</p> <p>What should we do if we're not sure?</p> <p>What should we do if we see something that makes us feel funny?</p>

The Social Web

Objectives	Discussions	Activities
<p>S1 - Personal Information</p> <p>40-60 minutes (dependent on activity choices)</p> <p>Understand why we shouldn't share personal information</p> <p>Understand how to keep our personal information private and safe when we are online</p>	<p><u>Presentation: Delivery for Webster - Personal Information</u></p> <ul style="list-style-type: none"> ● What is personal information? ● Why should we keep our personal information safe online? <p>Read eBook: https://cdn.netismartz.org/ebooks/DeliveryForWebster-Book.pdf</p> <ul style="list-style-type: none"> - Why was Webster excited about the pop-up, with the dragon on it (page 2) - Was the game really free? (page 3) - Why did Webster end up with a lot of junk mail? (page 19) - Why would anyone want to send you junk mail? (page 23) <p>Sort information on board into 2 categories</p> <p>Watch: Smart Crew 3: Personal Information https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-</p>	<p><i>Independent activity for strong readers, or adult-supported small group activity:</i></p> <p><u>Activity 1 - Personal Information and sharing - HA- Print</u></p> <p>Sort information into "safe" and "not safe to share".</p> <p>Are there any grey areas?</p> <p>Examples include:</p> <ul style="list-style-type: none"> ● Address ● Phone number ● Email address ● School name ● Name of clubs (for example, football club or dance academy) ● Photographs <p>Activity 2: Create a Poster/ PicCollage / video explaining what personal information is and why we have to keep it safe.</p>

	<p>crew/chapter3</p> <ul style="list-style-type: none"> ● Have you ever been asked a personal question by someone online? ● Which of the following questions are worrying? <ul style="list-style-type: none"> ○ What's your real name? ○ How are you? ○ What games do you like? ○ Where do you live? ○ Can you send me a picture of you? ○ Do you like unicorns? <p><i>Alternative resource:</i> Watch: Hector's World - Episode 1: "Details...Details..." https://www.youtube.com/watch?v=zEA7324y00A</p> <p>Discuss video: What problems did they face? What could they do better? To stay safer?</p>	<p>Extension opportunity:</p> <ul style="list-style-type: none"> ● Create avatars for drawers/pegs etc. that conceal the child's identity. ● Use an image which does not identify the child, but that still gets across their personality (eg. is holding a football). ● Create Nicknames to go with it (a name which cannot be used to identify them, but is memorable. E.g. "Blade08"). ● You can share your age, but not your birthday. ("Why is this?")
<p>S2 - Being Kind Online</p> <p>60-90 minutes (dependent on activity choices)</p> <p>Understand that being kind online is just as important as it is in real life</p> <p>Identify what makes a good online friend and what to do when people are unkind online</p>	<p>Presentation - DigiDuck - being kind online</p> <p>Read the DigiDuck Story about being kind online https://www.childnet.com/ufiles/DigiDuck-eBook.pdf</p> <p>Discuss key questions:</p> <ul style="list-style-type: none"> ● What did DigiDuck do to upset his friend? [<i>He edited and shared a picture of his friend looking silly</i>] ● Why did DigiDuck share the picture? [<i>Trying to be funny, trying to impress his friends, trying to show off, trying to be more popular and get 'likes'</i>] ● Why didn't DigiDuck notice that his comments made his friend sad? [<i>"People's feelings can be very hurt by things we say online because we can't see their faces, and the effect that our comments have on them"</i>] ● Is it worse, better, or the same to hurt someone's feelings online, compared to in the real world? [<i>"Being a good friend is the same online and offline."</i>] <p>Whole class (computing opportunity): Teacher uploads children's work to the school social media page (blog, Twitter,</p>	<p>Activity: Online comments - Print</p> <p>Sort online statements into kind / unkind / danger!</p> <ul style="list-style-type: none"> ● Children write one of three symbols onto an online statement (e.g. Tweet, Instagram comment, blog post, WhatsApp message): Happy face, Sad face, !Danger! (we need to tell an adult) ● Teacher reveals their opinions and discusses <p>Activity 2 (computing opportunity): Children write positive comments about each other.</p> <ul style="list-style-type: none"> ● Children make a PicCollage (tablet) or PowerPoint/ActivInspire presentation (PC), making 3 positive statements about their partner. ● Try and get a range of physical (nice hair), skill (good at drawing) and personal (kind to their friends) ● Put a star by the most important trait

	<p>website, Facebook, Seesaw etc.) and then models making kind and constructive comments about it.</p> <p>Challenge question: Is it worse to post an unkind video, or to share an unkind video? <i>[Bystander effect – sharing or liking a video, allows it to spread, and encourages negative behaviour. You become part of the problem if you do this, and are to blame if the person gets upset]</i></p>	
<p>S3 - Communicating Online</p> <p>50 minutes</p> <p>Give examples of how they might use technology to communicate with others they don't know well</p> <p>Understand what information we share with people who we don't know</p>	<p><u>Presentation: Communicating Online</u></p> <p>Class discussion: Read children various scenarios: What is the same and what is different? E.g. Is it ok to talk to Grandma on Skype when you get out of the bath? [yes] Would you do the same to somebody you don't know? [no]</p> <ul style="list-style-type: none"> ● Where might you encounter strangers in real life? ● What is the appropriate way to communicate with strangers in real life? ● Where might you encounter strangers online? ● What is the appropriate way to communicate with strangers online? <p>Extension: Read story "Troll Stinks": It discusses the responsible use of phones and being kind online. Pause and discuss how the characters are feeling, and if they are doing anything wrong. https://www.penguin.co.uk/ladybird/books/1111463/troll-stinks/ https://www.youtube.com/watch?v=7rVOq7KEvKA</p>	<p><u>Activity: Sort appropriate / inappropriate - Print</u></p> <p>Identify correct conversations/actions with strangers and sort them into two piles (appropriate / inappropriate)</p>

Protecting Ourselves

Objectives	Discussions	Activities
<p>P1 - Online Strangers</p> <p>50 minutes</p> <p>Understand that</p>	<p><u>Presentation: Online Strangers</u></p> <p>Watch: Lee and Kim - Animal Magic https://www.youtube.com/watch?v=NxYily6t4LQ</p>	<p>Activity: Create a 'Circle of Friends' https://visuals.autism.net/#bwg2/51 or http://blog.friendshipcircle.org/wp-content/uploads/2012/01/Circles-of-Support.jpg</p>

<p>people on the internet are not always who they say they are, and may have malicious intentions.</p>	<p>Discuss the video</p> <ul style="list-style-type: none"> - What mistakes did the children make? - What can they do to make themselves safer? - Why is it easier for people to trick you online? - Who <i>can</i> you trust online? 	<p>Add the name of a person they know into each concentric section (for example, Blue = Family = Dad; Orange = Community Helpers = My teacher)</p> <p>Activity 2: Make an Online Safety Poster Use PicCollage, PowerPoint or similar to create an online safety poster, choosing one of the online safety tips in the presentation.</p>
<p>P2 - Feeling uncomfortable online</p> <p>50 minutes</p> <p>Understand that there are inappropriate images and text on the internet</p> <p>Understand what to do if they see anything that makes them feel uncomfortable</p>	<p><u>Presentation: Feeling uncomfortable online</u></p> <p>Watch: Smart Crew 4: Who to tell https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter4</p> <ul style="list-style-type: none"> ● What could Kara have done to keep herself safer? ● Why would someone have sent these messages? ● What should she do if she receives an upsetting message? ● Why shouldn't she reply to unkind messages? ● What should you do if you find out that <i>someone else</i> is being bullied online? 	<p>Activity: Make an action plan: 'What to do if you receive an unkind message'.</p> <p>Use PicCollage, Chatterpix, video or another digital method to create a list of things to do:</p> <ul style="list-style-type: none"> ● Tell a trusted adult ● Take a screenshot of the message/picture ● Report the user to the website/app ● Block the user
<p>P3 - Searching Safely</p> <p>30 minutes</p> <p>Understand how to search safely</p>	<p><u>Presentation: Searching Safely</u></p> <p>Watch: Click Safe "If you see something weird on the internet, tell someone you trust" https://www.youtube.com/watch?v=d5kW4pl_VQw&t=12s</p> <p>Model searching the internet with the whole class. Show the children each idea, making deliberate mistakes to highlight misconceptions: There are billions of images on the internet. We need to be careful what we search for.</p> <p>Here are some top tips:</p> <ul style="list-style-type: none"> ● Use as many key words as possible... don't just type in 'animal', instead search for 'running lion' or 'cute dog' [the more words you use, the less likely it is that something that you don't want will appear] ● Check your spelling before you press 'search' or 'go' ● Ask an adult to turn on safe-search filters, so that images for adults don't 	<p>Activity: Search Safely</p> <p>Children have to find a variety of images using appropriate words from a list and using the safe searching tips from the presentation. They must type accurately, spell correctly and choose appropriate images from the search results.</p>

	<p>pop up by accident</p> <ul style="list-style-type: none"> ● Always check with an adult if you're not sure. Turn off the screen, or minimise the window, but make sure you show an adult what you have found, so they understand what has happened and so they can help you. ● Remember that not everything you see online (even pictures) are true/real ● Seeing adult images can be scary - be extra careful when looking at pictures online <p>http://www.kidsmart.org.uk/safesearching/</p>	
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Commercial Risks		
Objectives	Discussions	Activities
<p>C1 - Passwords</p> <p>30 minutes</p> <p>Understand why we need passwords</p>	<p><u>Presentation: Passwords</u> Why do we need passwords anyway?</p> <p>Watch: Newsround - 'How secure is your password?' https://www.bbc.co.uk/newsround/24837924</p> <p>What could happen if somebody else got onto your phone/tablet/computer?</p> <p>What damage could they do? [Delete files, steal pictures, find out personal information, call your friends, spend parents' money on in-app purchases]</p> <p>Is it only strangers who shouldn't have your password? [No - Friends are the most likely people to 'hack' into your account, by finding out your password]</p>	<p>Activity 1: Play bingo:</p> <ul style="list-style-type: none"> ● Children think of 6 'obvious' passwords and write them down ● The teacher reads out a list of common passwords (for example, 'password', '12345', 'abc') ● First child to guess 6 correctly wins <p>Activity 2: As a class, create a safe, memorable password for the school computers so the children can log on.</p>
<p>C2 - What is the internet?</p> <p>60 minutes</p> <p>Understand the basics of what the internet is</p>	<p><u>Presentation: What is the internet?</u></p> <ul style="list-style-type: none"> ● What are the elements that make up the internet ● How do messages, pictures and videos travel around online? ● What implications does this have? [anyone can post something on the internet, and each computer is connected to millions of others - it is very easy to meet strangers online] <p>Watch:</p>	<p>Activity 1: Build a Network Children draw a simple diagram of the internet, with the support and scaffolding of the pictures and vocabulary on the activity help sheet:</p> <ul style="list-style-type: none"> ● Devices ● Routers ● Websites <p>Alternative activity: Children 'make' the internet, using string, split pins and the printed pictures from activity 1</p>

	<p>BBC Bitesize - 'What is the internet?' https://www.bbc.com/bitesize/clips/z8rkwmn</p> <p>Netsafe: What is the internet? https://www.youtube.com/watch?v=W7FOk1-Jzus</p>	
<p>C3 - Accepting Messages</p> <p>10 minutes</p> <p>Understand that computer viruses can damage our computers, phone and tablets</p>	<p>Watch:</p> <p>Smart Crew 1: Accepting messages, links and attachments https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter1</p> <p>Faux Paw and the dangerous download: https://www.youtube.com/watch?v=GhKM2nddg7I</p>	<p>No activity</p>

News and Media

Objectives	Discussions	Activities
<p>N1 - Content Creators</p> <p>70 minutes</p> <p>Understand that anybody can put things online</p> <p>Recognise the difference between truth and fiction</p> <p>Understand that things online are often not true</p> <p>Become more familiar with the term 'Fake News'</p>	<p>Presentation: <u>Who puts things on the internet?</u></p> <ul style="list-style-type: none"> ● Why would somebody lie on the internet? [to be funny, to trick you, to make money] ● Why people want your information [To make money] ● Spotting things that are true/not real ● Creating our own fake news story <p>Watch - Hector's World Episode 2: Terms & Conditions and giving personal information to unreliable websites: https://www.youtube.com/watch?v=Alsyt2LJAo</p> <p>As a class: Look at a mixture of factual/fictional websites and videos Children identify whether the information is true or not real</p> <p>Teacher models how easy it is to create something fake on the internet. They could:</p> <ul style="list-style-type: none"> ● Make a fake video, using a green screen, and upload it to YouTube ● Write a fake blog post ● Write an inaccurate tweet (in the style of 	<p>Activity (Print): <u>Fake News</u></p> <p>Children create real and fake news stories to put on the school website. Can the other children guess which are real and which are fake? Show them to parents: Can they tell the truth from the fictional?</p> <p>A good website for strange but true stories is: BBC - Newsround - "Strange, Stranger, Strangest" https://www.bbc.co.uk/newsround/43245617</p> <p>Other ideas:</p> <ul style="list-style-type: none"> ● Make a fake video, using a green screen, and upload it to YouTube ● Write a fake blog post ● Write an inaccurate tweet (in the style of an April Fools prank)

	an April Fools prank)	
<p>N2 - Scary News</p> <p>30 minutes</p> <p>Understand that what children see/hear online can upset them</p>	<p>No presentation</p> <p>Discuss a sad or upsetting news story, bearing in mind the needs and sensitivity of children in your class. (for example: https://www.bbc.co.uk/newsround/42064477)</p> <p>Or https://www.bbc.co.uk/newsround/47343995</p> <ul style="list-style-type: none"> ● Give children time to think, talk amongst themselves and air their thoughts. ● Provide children with an alternative way of voicing concerns outside of this whole-class situation (for example, a 'worry box' or making yourself or a teaching assistant available during breaks). ● Watch - 'Advice if you're upset by the news' https://www.bbc.co.uk/newsround/13865002 ● Does anything upset you on the internet? ● Is everything that you hear true? ● What to do? <ul style="list-style-type: none"> ○ Find someone to talk to <ul style="list-style-type: none"> ■ Friend ■ Family ■ School adult ● How to get help? <ul style="list-style-type: none"> ○ Call Childline on 0800 1111 (calls are free, and don't show up on your bill) ○ Go to https://www.childline.org.uk 	<p>Activity: News and media mood board</p> <ul style="list-style-type: none"> ● Make a mood board: How do we feel when we see information on the internet? ● Stick down a variety of images, and draw or write emotional responses to them. (scared, happy, amused, interested, sad, upset, confused)