

This scheme of work framework has been written by Bradford Metropolitan District Council's Curriculum Innovation team (www.ticbradford.com). If you have any queries about using the scheme, alterations to the content, suggested resources and activities to add or any other feedback please email admin@theinnovationcentres.com.

Reception & Year 1 (e)Safeguarding		
<p>Overview: Pupils are aware of the importance of rules in the real world and in the online world and know who they can trust in their lives. They understand the need for an adult to supervise and support them when using technology and to notify them if unsure or upset. They understand they need to be kind when interacting with others.</p>		
<p>KS1 Curriculum Context: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>		
Learning Objectives	Skills, knowledge and understanding	Outcomes
<p>eS1 Always ensure a trusted adult knows what you are doing online and inform a trusted adult if you come across online content that makes you feel sad, scared or confused.</p> <p>eS2 Understand the need to always be kind and considerate to others in the real world and the virtual world.</p> <p>eS3 Understand that the internet is fun but just like there are rules in the real world to keep you safe there are rules for keeping you safe in the online world.</p> <p>eS4 Understand the concept of a trusted adult and identify your circle of trusted adults.</p>	<ul style="list-style-type: none"> • Be able to identify safe behaviours in their day to day world such as not talking to or meeting strangers and how this applies in the online world. • Understand what constitutes a trusted adult and identify the trusted adults in their lives and how they help to make sure they are safe and secure. • Understand that they should only go online or play games that are approved by trusted adults and that if they come across something upsetting to tell a trusted adult immediately. • Know how they should behave and interact with others in the real world and apply these behaviours in the virtual world. • Identify the activities, content and games they are accessing in school / home and demonstrate or talk about how they would do so safely and politely. 	<p>Identify trusted adults in their lives. Use online activities and games approved by a trusted adult. Interact with others in a caring and polite manner. Talk to a trusted adult if they are sad, scared or confused when using technology.</p> <hr/> <p>Suggested resources & activities.</p> <p>Digiduck's big decision: eS1, eS2 & eS5 Router's birthday surprise: eS1, eS2, eS3, eS4 & eS5 Cybersmart – Astrocircus: eS1, eS2, eS3, eS4 & eS5 (loads quicker in Explorer – ideal for doing at home with a parent) Adventures of Smartie the Penguin: eS1 & eS3 Cybersmart - Sharing Personal Information: eS4</p> <hr/> <p>Key Vocabulary</p> <p>Website, technology, information, link, menu, icon, trusted adult, online, login, game, computer and iPad.</p>

Year 2 (e)Safeguarding		
Overview: Pupils understand the need to be polite and respectful online and are aware that the characters / people they interact with may be computer generated or real people. They understand some people online may not be who they say they are. They know to talk to a trusted adult before sharing personal information online and to protect their information using passwords.		
KS1 Curriculum Context: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		
Learning Objectives	Skills, knowledge and understanding	Outcomes
<p>eS5 Understand login details and passwords should only be shared with trusted adults.</p> <p>eS6 Understand that you can be connected to many people in your life (real life and online).</p> <p>eS7 Understand that when you communicate & play games online always be polite and respectful.</p> <p>eS8 Understand the need to talk to your trusted adult before sharing information about yourself online.</p> <p>eS9 Understand that some of the people you interact with online may not be who they say they are.</p>	<ul style="list-style-type: none"> • Reinforce objective eS1. • Understand that they should only go online or play games that are approved by trusted adults and that if they come across something upsetting to tell a trusted adult immediately. • Understand that when they are playing games or online the characters they are interacting with could be computer generated characters or real people in other parts of the world and they should be able to identify if they are real or fictitious. • Begin to understand the idea of personal information and that this includes their full name, address, school name, phone number and date of birth and why using a nickname is a safer way to interact online. • Know to talk to a trusted adult before submitting or sharing their full name, address, school name, phone number and date of birth online. • Ensure a trusted adult is aware of who they are interacting with online and has approved the interactions because some people online may not be who they say they are. • Identify appropriate online communication that is polite and respectful. Understand that just because they cannot see the person they are communicating with it doesn't mean that they should communicate differently. The person will still be hurt or upset by things you say or do online that are unpleasant. • Know to tell a trusted adult if others are communicating / interacting with them in an unpleasant manner. • Understand that passwords should only be shared with trusted adults and describe what might happen if somebody else has their login details. 	<p>Understand that passwords should only be shared with trusted adults and describe what might happen if somebody else has their login details.</p> <p>Login to devices / accounts with a username and password.</p> <p>Identify real and fictitious characters they interact with online or in games.</p> <p>List personal information that they need to talk to a trusted adult about before sharing online.</p> <p>Recognise that not everybody online is who they say they are.</p> <p>Communicate and interact with others in a polite manner.</p> <p>Know who to talk to if others are communicating / interacting with them in an unpleasant manner.</p> <hr/> <p>Suggested resources & activities.</p> <p>Cybersmart - What is real? eS6</p> <p>Cybersmart – Astrocircus: eS1, eS7, eS8 & eS9</p> <p>Hector's World – Details, details, details: eS7 & eS8</p> <p>Lee and Kim's animal magic adventure: eS1, eS6, eS7, eS8 & eS9</p> <hr/> <p>Key Vocabulary</p> <p>Password, username, communicate, interact, characters, avatars, fictitious and personal information.</p>

Year 3 (e)Safeguarding		
<p>Overview: Pupils can identify personal information about themselves and understand the importance of only sharing this with people they know and trust. They understand the need to talk to a trusted adult before clicking on links they come across online because this may cause harm to their device. They are aware of cyberbullying and how to report it. They realise that some information online may not be accurate or true.</p>		
<p>KS2 Curriculum Context: Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		
Learning Objectives	Skills, knowledge and understanding	Outcomes
<p>eS10 Understand the dangers of clicking links sent from people you do not know.</p> <p>eS11 Understand and identify personal information about yourself and others.</p> <p>eS12 Understand that sharing personal information is dependent on who you share it with.</p> <p>eS13 Understand the potential consequences of sharing personal information with strangers.</p> <p>eS14 Understand that bullying through the use of technology is called cyberbullying and how to report it.</p> <p>eS15 Understand that not all information you access online is accurate or reliable.</p>	<ul style="list-style-type: none"> • Reinforce objective eS1. • Know to get a trusted adult's approval before clicking links, pop ups and attachments that they may come across online and in games and be aware of some of the consequences of clicking such links. • Be able to identify / classify personal information about themselves, their friends and others and comment on the types of information they can find about people in the newspapers and online. • Be able to identify a range of personal information and justify who they might safely share it with in discussion with a trusted adult. • Understand that sharing personal information with people they do not know or trust (through games and other online activity) could lead to strangers trying to meet up with them or communication they find upsetting or confusing. Children should know to report such communication to a trusted adult immediately. • Explain what bullying is and identify some acceptable and unacceptable ways to communicate / interact with others in the real world. • Discuss the various technologies they use to communicate / interact with each other and how they can be used to communicate in a positive manner. • Understand the term cyberbullying and be able to explain what to do if they or a friend is cyberbullied. • Know not to believe or accept everything they see online as correct or truthful and know to check this with a second site or only use sites recommended by trusted adults. 	<p>List some of the consequences of accessing untrusted links or attachments.</p> <p>Identify a range of personal information about themselves.</p> <p>Explain what personal information they would share with a given person and why.</p> <p>Give examples of information they have accessed online that is not true or accurate.</p> <p>Explain why it is important not to share personal information with strangers.</p> <p>Describe what cyberbullying is and what to do if they are being cyberbullied.</p> <hr/> <p>Suggested resources & activities.</p> <p>ICO Primary – What is personal information? eS11</p> <p>ICO Primary – Who needs to know and why? eS11, eS12</p> <p>Smart Crew – 1 What should you accept? eS10</p> <p>Smart Crew – 2 What is reliable? eS15</p> <p>Smart Crew – 3 What should you keep safe? eS11, eS12 & eS13</p> <p>Smart Crew – 4 Who should you tell? eS13 & eS14</p> <p>Smart Crew – 5 Be careful when meeting up: eS13</p> <p>Hector's World - 6 You're not alone: eS14</p> <hr/> <p>Key Vocabulary</p> <p>Link, attachment, consequences, untrusted, cyberbully, cyberbullying and reliable.</p>

Year 4 (e)Safeguarding		
<p>Overview: Pupils understand games are rated using the PEGI system. They are aware that personal information could be shared by others online if accessed by people they do not know or trust. They know to talk to a trusted adult before sharing personal information. They understand the importance of using positive online communication. They know to secure devices with strong passwords and to lock them when not in use.</p>		
<p>KS2 Curriculum Context: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		
Learning Objectives	Skills, knowledge and understanding	Outcomes
<p>eS16 Understand that many sites and games have age limits or PEGI ratings and the importance of only accessing content appropriate to your age.</p> <p>eS17 Understand how personal information you submit online can be shared with others and the possible consequences of this.</p> <p>eS18 Explain what steps you can take to ensure information you submit online is only accessed by the people you trust.</p> <p>eS19 Explore the similarities and differences of virtual and real world communication to develop an understanding of positive online communication.</p> <p>eS20 Be able to use strong passwords for all online accounts and devices and ensure they are locked when not used.</p>	<ul style="list-style-type: none"> • Reinforce objective eS1. • Understand the PEGI system and be able to describe the icons for the ratings. • Be able to classify some of the games they play and explain why they are or are not appropriate for a given age group. • Understand that many websites ask for personal information to set up an account and why this is often age restricted to 13. • Know not to enter personal information online without the help of a trusted adult and question why the site needs their information and what they will do with it. • Describe some of the reasons this information might be shared and the problems it might cause. • Identify the similarities and differences between written and verbal communication and understand that sometimes these can be misinterpreted. • Understand the concept of 'Netiquette' and how other online users can make positive and negative judgements about a person based solely on our online interactions. • Describe and share ways our online interactions can ensure that we create a positive online persona. • Understand what constitutes a strong password and discuss strategies for creating strong personal passwords that are easy to remember. • Describe the reasons to set passcodes / passwords for all devices and the implications of leaving these devices unlocked when not in use. 	<p>Describe the PEGI system icons and why we need a rating system for games. Explain how personal information submitted online might be shared with others and some consequences of this. Describe what steps they could take to ensure they only submit personal information to trusted sites / people. Explain the meaning of the term 'netiquette' and create their own 'netiquette' rules. Outline how they can ensure their online interactions can be viewed positively by others. Outline the aspects of a strong password and how to keep it safe from others. Explain why devices need to be secure when not in use.</p> <p>Example activities.</p> <p>Common sense media - Reviews of games: eS16 (teacher / parent resource) BBC - Prudish Victorian: eS16 Hector's World 2 - Welcome to the carnival: eS17 & eS18 Hector's World 3 - It's a serious game: eS17 & eS18 Hector's World 4 - The info gang: eS17 & eS18 Hector's World 5 – Heroes: eS17 & eS18 Cybersmart - Positive online communication: eS19 Digizen – Perfect password activity: eS20 Microsoft - Password checker: eS20</p> <p>Key Vocabulary</p> <p>Secure, PEGI, netiquette, positive online communication, online persona and age restrictions.</p>

Year 5 (e)Safeguarding		
<p>Overview: Pupils understand the terms plagiarism and copyright and cross reference information found online with other sources to confirm accuracy and truth. They proactively deal with unsolicited information or inappropriate interactions through appropriate online mechanisms. They understand information they share online is difficult to remove. They are aware of the causes and consequences of cyberbullying and strategies to respond to being cyberbullied.</p>		
<p>KS2 Curriculum Context: Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		
Learning Objectives	Skills, knowledge and understanding	Outcomes
<p>eS21 Understand the terms plagiarism and copyright and be aware of the implications of copying and sharing content without permission.</p> <p>eS22 Understand the importance of using trusted sites and carrying out multiple searches to ensure information found online is accurate and reliable.</p> <p>eS23 Understand how to use blocking / unsubscribing / reporting mechanisms if you come across online content / interactions that are unsolicited or make you feel sad, scared, threatened or confused.</p> <p>eS24 Understand the need to know and control who you interact with online, that the information you share online can be stored and shared with others and is almost impossible to remove.</p> <p>eS25 Understand the causes and consequences of cyberbullying and discuss behaviours and strategies to prevent and stop cyberbullying.</p>	<ul style="list-style-type: none"> Reinforce objective eS1. Know what plagiarism / copyright are and understand people often plagiarise without thinking by cutting and pasting. Understand the legal and moral reasons not to plagiarise or infringe copyright, the impact it can have on the creator of the content and know legal download sites for video and music. Understand how to simply reference others people’s work you have permission to use and know how to search for copyright free content. Be aware that anybody can publish information online and identify examples such as blogs, YouTube, etc. Identify simple steps to help ensure information is accurate and reliable such as using multiple sources and identifying reliable sources such as the BBC, National Museums, etc. Children should know how to report or block users within the games, apps and websites they use and make reports to external agencies including CEOP and ChildLine in conjunction with a trusted adult. Children can unsubscribe and block emails they do not wish to receive. Children should be able to differentiate between online only ‘friends’ and real world friends they connect to online. Children should not share personal information with people they do not know in the real world. Understand that once content is shared online it can be almost impossible to remove from the Internet. Know how to configure appropriate security settings including accepting and blocking ‘friends’ and ensure their parents are aware of all the online friends they are interacting with. Understand how technology can be misused to cyberbully and the short and long-term consequences this can have on the victims. Outline strategies and behaviours they can embrace to ensure they are not involved in cyberbullying and how to report cyberbullying incidents using real world and online reporting mechanisms. 	<p>Describe the moral and legal aspects of plagiarism and copyright. Explain how to ensure the accuracy of information found online. Describe how they can stop spam email and inappropriate interactions through blocking and reporting. Describe how they can limit information about themselves being easily accessed online. Describe causes and consequences of cyberbullying. Explain strategies to prevent and stop cyberbullying.</p> <hr/> <p>Example activities.</p> <p>BBC - The Alleyk@tz plagiarism: eS21 Boilerplate – Victorian Robots: eS22 Cybersmart - Don't be fooled: eS22 Cybersmart - Finding and identifying appropriate online content: eS22 ICO - Lesson plan 3: eS23 ICO - Lesson plan 4: eS23 CEOP - Where's Klaus? eS23 & eS24 CEOP – Jigsaw: eS24 BBC – Guy Fawkes privacy settings: eS24 Digizen - Let's fight it together: eS25 (Warning: Please evaluate fully before use)</p> <hr/> <p>Key Vocabulary</p> <p>CEOP, ChildLine, plagiarism, copyright, infringe, downloads, blocking and victim.</p>

Year 6 (e)Safeguarding		
<p>Overview: Pupils understand they need to have a balanced lifestyle. They understand the concept of creating a positive 'digital footprint' and how this could affect them now and in later life. They understand the importance of data and device security and are familiar with many of the threats to data security.</p>		
<p>KS2 Curriculum Context: Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		
Learning Objectives	Skills, knowledge and understanding	Outcomes
<p>eS26 Understand the need to have a balanced lifestyle and be aware of the impact of too much 'screen time' and games / internet addiction.</p> <p>eS27 Understand the concept of a 'digital footprint', the long term implications of content you publish online and the importance of developing a 'positive online image'.</p> <p>eS28 Understand the need to ensure all devices you use to access online content are appropriately configured and secure.</p> <p>eS29 Understand the need to evaluate whether games, websites and social media are appropriate for specific ages.</p>	<ul style="list-style-type: none"> Reinforce objective eS1. Understand the concept of a balanced lifestyle and be aware of the amount of time they are spending in front of a screen and the impact this may have on their physical and mental health. Describe non-screen activities they can engage in to ensure they have a balanced lifestyle. Understand that any information about them shared online by themselves and others could be accessed by anybody in years to come and that this 'trail' of digital information creates a 'digital footprint' about them. Identify all the different sources and types of information that might already be online about themselves and what control they have over this information. Describe positive and negative implications of anybody accessing their 'digital footprint' now and in the future. Describe what steps they can take to creating a 'positive online image' including defining acceptable and unacceptable online behaviour and the benefits this will have to them now and in the future. Understand that to remain safe and secure online you need to ensure the devices you use to connect online are suitably secure and that you are using a secure connection including games consoles, tablets and mobile phones. Ensure you have approval from a trusted adult before using a webcam. Understand the terms antivirus, firewall, security updates, pop up blocker, scams, phishing, HTTPs, location based settings, in app purchasing, trolling, filtering, malware, etc. Create and regularly update strong passwords and do not use the same password for all accounts and devices. Use PEGI ratings and other criteria to identify the (e)Safeguarding issues with regard to a range of games and online content to make informed judgements on the suitability of the content for a given age range. 	<p>Explain the concept of screen time. Describe some of the effects that too much screen time could have on themselves. Outline what a balanced lifestyle might look like. Explain what a 'digital footprint' is and what impact it may have on them in the future. Give examples of how they can create a positive online image. Recognise the need to ensure all technology they use is secure. Explain what steps they could take to ensure devices and connections are secure. Create and apply their own rating systems to games and online content with no PEGI rating.</p> <p>Example activities.</p> <p>Cybersmart - A balanced approach to using technology: eS26 BBC news: Limit children's screen time: eS26 BBC – Saxon monk internet video: eS27 Digizen - Digital Values: eS27 BBC - Keeping your personal information safe online: eS27 & eS28 StaySmartOnline – Budd:e: eS28 (please not this can only be accessed in demo mode) How secure is my password? eS28 BBC webwise – What is internet security? eS28 BBC - Lady Jane Grey: eS28</p> <p>Key Vocabulary</p> <p>Antivirus, firewall, security updates, pop up blocker, scams, phishing, HTTPs, location based settings, in app purchasing, trolling, filtering, malware, screen time, balanced lifestyle, digital footprint and configuring.</p>