

St Michael's Church of England Primary School Safety Progression

The progression in e- safety supports children to make good choices online and develop essential skills for life. It allows them to become safe and responsible participants in the exciting online world that continues to offer new opportunities for learning and play. It is part of everybody's daily life ensuring regular e safety messages and skills taught will enable children to access the many benefits and avoid the dangers.

Safety Collaborating Effectiveness and Evaluation Copyright

	Foundation	Years 1 and 2	Years 3 and 4	Years 5 and 6
Under-standing concepts	<p>Children recognise the impact of good choices and consequences of wrong ones.</p> <p>Children recognise who they can ask for help and know when they need help.</p> <p>They recognise they can share their learning with others.</p> <p>Children are aware that they can use the Internet to play and learn.</p> <p>Children know that things they create belong to them and can be shared</p>	<p>Children begin to understand what personal information is and who you can share it with. Children begin to recognise the need to know who it is they are sharing their learning with online and recognise the difference between real and imaginary online experiences.</p> <p>Children begin to recognise different ways to communicate online and understand the importance of always being kind and polite.</p> <p>Children recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time.</p> <p>Children understand there are a variety of sources of information and begin to recognise the differences.</p> <p>Children recognise different types of content on websites (e.g. adverts, links) and know that some things may not be true or safe.</p> <p>Children know that sometimes pictures and words on the Internet cannot be copied because they belong to someone else.</p>	<p>Children understand the need for rules to keep them safe when exchanging ideas online.</p> <p>Children understand that any personal information they put online can be seen and used by others.</p> <p>Children know they can use online tools to collaborate and communicate with others and the importance of doing this responsibly</p> <p>Children recognise that information on websites may not be accurate or reliable and may be used for manipulation, persuasion or promote bias.</p> <p>Children understand the need to identify whether material can be shared before using it in their work.</p>	<p>Children understand appropriate and inappropriate use of the Internet. They recognise the risks and rewards of using Internet communication tools and understand how to protect themselves.</p> <p>Children recognise the appropriate online tools to collaborate and communicate with others, understanding how to protect themselves from cyberbullying or causing hurt to others.</p> <p>Children recognise that websites have an author and an audience and some people may publish content that is not accurate.</p> <p>They understand reasons why people might publish content that is not reliable and know they need to check and critically evaluate information.</p> <p>Children recognise the consequences of using unreliable information.</p> <p>Children recognise the material on the Internet which belongs to someone else and know what can be downloaded to use in their own work.</p>
Children understand the Personal Responsibilities	<p>Children know their Password belongs to them.</p> <p>Children make sure there is an adult with them when using the Internet.</p> <p>Children learn to share equipment</p>	<p>Children keep their passwords private. They make sure an adult knows what they are doing online.</p> <p>Children learn to respect the work of others which is stored on a shared drive of a network or presented online.</p>	<p>Children keep personal information and passwords private. They make sure an adult knows what they are doing online.</p> <p>Children respect the ideas and communications of others in work which is presented in an electronic format.</p> <p>They recognise the effect their writing or images might have on others.</p> <p>Children ask permission to use content created by others.</p>	<p>Children use social networking websites appropriately, keeping an adult informed about their online activity.</p> <p>They make good choices when they present themselves online.</p> <p>Children recognise their own right to be protected from the inappropriate use of technology by others.</p> <p>They respect the rights of other users.</p> <p>Children acknowledge where they use other people's content in their own work.</p>
<p>Teachers enable progress through regular coverage and reflection</p>				
<p>This could and should be a part of the Jigsaw curriculum we cover in school. There are strong links to Gong for goals and good to be me strands. Regular coverage can also come through the curriculum.</p>				
Children are able to build upon the skills that have	<p>Children explore with real and pretend technology talking about the difference.</p>	<p>Children minimise a screen and tell an adult if they encounter a problem on a website.</p> <p>Children use a secure password independently.</p>	<p>Children describe some of the risks and rewards of the Internet. Children know how to behave in order to protect themselves.</p>	<p>Children use the Internet in ways which minimize risks and discuss the consequences of trusting information and people on the Internet.</p>

<p>been taught developed.</p>	<p>Children are supported to use simple passwords to access learning spaces. Children talk about appropriate behaviour when using IT equipment. Children use ICT equipment to send positive messages to others. Children look at an appropriate range of image based information to support their learning. Children choose to share things they've made.</p>	<p>The class add ideas to an online forum and begin to collaborate on simple tasks with their peers. Children explore screen-based activities and make choices. They use navigation skills to access different sections of a program and explore signposted age appropriate websites using forward and back arrows. They know how to return to the home page when exploring away from a teacher directed site. Children begin to make good choices of useful hyperlinks to other information avoiding links such as advertising. They learn how to undertake simple searches of electronic books using key words and begin to use an age appropriate search engine. Children create their own images, take photos or choose from a bank of images selected by their teacher.</p>	<p>Children identify what is real and what is imaginary online. They create a secure password and keep it private. They tell an adult if they see content that makes them uncomfortable or they make contact with people they don't know. They choose appropriate images and details to share online. Children use online tools such as forums to exchange information and collaborate with others within and beyond their school. They record and share information electronically. Children use age appropriate search engines to research and gather different forms of information (text, images, sound and video). Children critically evaluate web sites and describe the possible impact of published content on an audience e.g. the use of advertising and how sites might be designed to persuade and influence. Children check websites to see whether images, text, video and sound can be copied to use in their work.</p>	<p>Children select an appropriate tool to collaborate and communicate safely with others within and beyond their school. They begin to evaluate the effectiveness of the tool to support their learning. Children refine searches to obtain appropriate information to support their learning. Children evaluate information from a range of sources, considering its plausibility and developing strategies to make judgements on the sources being used. Children re-structure and re-present materials in ways which are new and 'unique'; acknowledging the source of copied images, text, sound and video.</p>
<p>Resources we can use to facilitate e sense and e safety</p>	<p>ROAR Me online Fronter Primary e-safety room CEOP Thinkuknow resources: based on Hector's World resources www.thinkuknow.co.uk/5_7/ Hector's World: Australian e-safety activity site http://www.cybersmart.gov.au/Young%20Kids/Hectors%20World.aspx Netsmartz american e-safety resources http://www.netsmartzkids.org</p>	<p>ROAR Our online world Fronter Primary e-safety room CEOP Thinkuknow resources: www.thinkuknow.co.uk/8_10/ Childnet, KnowITall Captain Kara, Winston and the Smart Crew http://www.childnetint.org/kia/primary/smartadventure CBBC Safesurfing Guide: www.bbc.co.uk/cbbc/help/safesurfing/index.shtml CyberQuoll: http://www.cybersmart.gov.au/cyberquoll/html/menu.html Netsmartz american e-safety resources http://www.netsmartzkids.org Safesurfing with Doug: Disney-based activities for safety issues www.disney.co.uk/DisneyOnline/Safesurfing Spooof Websites for evaluation Dog Island Free Forever: www.thedogisland.com Tree Octopus: http://zapatopi.net/treeoctopus.html</p>	<p>ROAR Our online world Fronter Primary e-safety room CEOP Thinkuknow resources: www.thinkuknow.co.uk/8_10/ Gridclub Cybercafe: http://www.gridclub.com/freearea/tasters/cybercafe/base.htm Learning and Teaching Scotland http://www.ltsotland.org.uk/informationliteracy/9to11/index.asp Spooof Websites for evaluation Victorian Robots: www.bigredhair.com/robots/index.html Google Technology: www.google.com/technology/pigeonrank.html All about Explorers http://www.allaboutexplorers.com Petrol Direct http://petroldirect.com</p>	
	<p>Safe sites for children to use for searching the Internet: http://www.bbc.co.uk/cbbc/find http://www.kidsclick.org http://www.askforkids.com http://www.searchbox.co.uk/kids http://kids.yahoo.com</p>			

