

E-Safety Framework

This is a framework for E-Safety which links into the school curriculum and sits besides both PHSE/SEAL and the computing objectives. This E-Safety framework provides a progression and continuity from Reception to Year 6 and is has been developed around four strands, Personal Information, Protecting Yourself, Cyberbullying and Media Literacy.

The key e-safety objectives should be reinforced throughout the school curriculum and is the responsibility of all staff. The school's Acceptable Use Policy should also be reinforced during these sessions alongside the SMART Rules.

Sessions will also be taught around topics like Internet Safety Day and Anti-bullying week. The framework is revised yearly or when a new technology or issue arises which needs to be updated in the framework.

This framework had been using a range of resources from the web including :

www.thinkuknow.co.uk, www.childnet.com/kia/primary,
<http://www.childnet.com/kia/primary/smartadventure/default.aspx> ,
<http://www.common sense media.org/educators/lesson/>

Kensington and Chelsea, Cambridge, Barnet Authority Guidance.

<p style="text-align: center;">School Assemblies</p> <p style="text-align: center;">(The theme will develop each term depending on current issues, questionnaires, new technologies)</p>	<p style="text-align: center;">SEAL Themes or Alternative Themes</p> <p style="text-align: center;">(Highlighted ones offer more e-safety links)</p>
<p>Example Films:</p> <p>Jigsaw CEOP Film – Key Stage 2 Film</p> <p>Smartie the penguin- Key stage 1</p> <p>Lucy and the Boy- NSPCC (grooming)</p> <p>Day Dreaming Yhgfl Film – Cyberbullying Film</p>	<p>SEAL Theme 1: New Beginnings (Passwords, Rules)</p> <p>SEAL Theme 2: Getting on and Falling Out</p> <p>SEAL Theme 3 Say No to Bullying (Cyberbullying)</p> <p>SEAL Theme 4: Going for Goals!</p> <p>SEAL Theme 5: Good to me</p> <p>SEAL Theme 6: Relationships (Chat rooms, Web Cams, Social Media)</p> <p>SEAL Theme 7: Changes</p>

Reception / Foundation Stage		
Strand 1. Personal Information		
Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULRs (see Resources Folder on server)
<p>I am beginning to know what personal information is and that I don't share it with others</p> <p>I am beginning to know that personal information is special because it just applies to me</p>	<ul style="list-style-type: none"> Use first episode to introduce some of the concepts of personal information and keeping things to ourselves. Use analogy of walking along the street and giving your name and address to a stranger is usually a good one as they usually acknowledge that they wouldn't do that. It is special because it only applies to me. Children become familiar with characters through colouring activities and song. Guided Activity with an adult – use Cbeebies website or something similar to create an opportunity where they enter a competition or send in a design for a competition and it asks them to give out personal information. Explain that they don't enter their personal information unless they have permission from a adult they trust and know 	<p>Hector's World: Cartoon 1: <i>Details Details</i> http://www.thinkuknow.co.uk/5_7/hectorsworld/</p> <p>Resource Folder 'Character Flash Cards' File 'Hw Song Sheet' File 'Cbeebies Competition' Powerpoint</p>
<p>I know that my password is just for me and I don't share it with others.</p> <p>(This objective is particularly relevant when children are given their passwords when logging onto school systems and learning platforms)</p>	<ul style="list-style-type: none"> Share the toothbrush analogy – your password is like your toothbrush, don't share it and change it regularly. Talk about security they might of seen in the outside world. Example, parents using chip and pin, keeping the pin hidden Talk about good and bad passwords 	
Strand 2. Protecting Yourself		
Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULRs (see Resources Folder on server)
<p>I know that there are strangers in the real world and strangers when I'm online. (Stranger Danger)</p>	<ul style="list-style-type: none"> Children to talk about the differences between real and online experiences. The internet has exciting places but we must stay safe. Use Smartie Penguin and Digi Duck to provide examples and discussions. 	<p>Resource Folder Smartie Penguin Book http://www.kidsmart.org.uk/teachers/ks1/readsmartie.aspx Smartie Penguin Question Sheet</p> <p>Digi Duck Book http://www.kidsmart.org.uk/teachers/ks1/sourcesDuck/projet/DigiDuck-eBook.pdf</p>

Strand 3. Cyber Bullying - This needs to be included during PSHE and Anti-bullying <i>SEAL links: Recognise choices they can make and recognise the difference is right and wrong. Rules for, and ways of keeping safe, including who can help them to stay safe online. Recognise how their behavior affects other people.</i>		
Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULRs (see Resources Folder on server)
I can be kind to people in the real world and when I am online	<ul style="list-style-type: none"> Discuss who uses Club Penguin and Habba Hotel at home. Recap ideas from SEAL <i>Say No to Bullying</i>, identify that we need to be a kind friend when we are online. Our rules extend online as well as in the real world. 	Refer to SEAL <i>Say No to Bullying</i>
I know who I can tell if something happens online that I don't like or feel uncomfortable with	<ul style="list-style-type: none"> Children able to identify who they can tell, parent teacher etc. Discuss the reason for Hectors Dolphin on the top of the screen or how to minimize the screen to get help Children to draw pictures of people they would tell, possibly display in computer area or ICT as a reminder. 	Refer to SEAL <i>Say No to Bullying</i>
Strand 4. Media Literacy		
Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULRs (see Resources Folder on server)
I know you can use the Internet to communicate with family and friends. Understand what is right and wrong when communicating	<ul style="list-style-type: none"> Children understand that they can share information online. (Website, Online Community, Blogs) Children understand that there is a right and wrong way to communicate. Children share learning with families online through their class blog. Children begin to become aware that we can upload pictures of our school onto the online community for their class only. They always need permission before uploading anything to the internet. 	School Online Community / Class Blog With teacher support, upload text and photos of what they have been doing or photos of their work to the Online Community
I am aware that I can use the internet to play and learn supported by a trusted adult/teacher. I know what to do if I see something online that I don't like or feel uncomfortable with.	<ul style="list-style-type: none"> Watch the film Child Focus E-Safety Film – Discuss Pop Ups and who to tell if they see something that worries them or they don't like. Children to explore a variety of websites supported by the teacher / adult. This could mimic the real world but are not real! Discuss the reason for Hectors Protector Button on the top of the screen or how to minimize the screen to get help 	Resource Folder Child Focus E-Safety Film Class Websites Examples of Websites with competitions http://www.bbc.co.uk/cbeebies/ http://www.bbc.co.uk/schools/barnabybear/ Hector Protector Button

Year 1		
Strand 1. Personal Information		
Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULRs (see Resources Folder on server)
<p>I know what personal information is and that I don't share it with others</p> <p>I know that personal information is special because it just applies to me</p>	<ul style="list-style-type: none"> Identify what personal information is (use Ranjeet's slide), Warm up activity (game identifying children in class) and Draw children's attention to the use of nicknames that don't involve their name, just as Ranjeet did. Personal information is precious and they need to decide who they can share it with Introduce S of the SMART rules, see poster 	<p>Hector's World Lesson Plan 1 (Warm up activity but NOT sorting activity, plenary or extension - used for objective below)</p> <p>Hector's World Cartoon 1: <i>Details Details</i> http://www.thinkuknow.co.uk/5_7/hectorsworld/</p> <p>Ranjeet's Personal Information Powerpoint</p> <p>SMART Rules PDF Poster</p>
<p>I know that there are adults that I can know and trust that I can share my personal information with</p>	<ul style="list-style-type: none"> Watch Hector's World Cartoon 2 Once children have established that personal information is precious they need to begin to understand that there are some adults that they know who they can share some of it with. Such as teachers, Brownie leaders, football coach etc Ch to watch video and then decide who they can trust. Sort pictures saying who they can trust, use a policeman, teacher, lady on the bus, doctor, man in street, chatroom friend, friend's granddad, David Beckham. 	<p>Hector's World Lesson 1 Sorting Activity, plenary and Gingerbread extension activity</p> <p>Hector's World Cartoon 2: <i>Welcome to the Carnival</i> http://www.thinkuknow.co.uk/5_7/hectorsworld/</p> <p>Find your own pictures of people they do and do not trust for sorting activity.</p>
Strand 2. Protecting Yourself		
Learning Objectives (Child Friendly)	Key skills and Activities	Resources & ULRs (see Resources Folder on server)
<p>I know that people online might not be who they say they are.</p> <p>I know the difference between a real friend and a cyber friend.</p>	<ul style="list-style-type: none"> Reinforce differences between real and online life and experiences. Dongle the rabbit, section of clip where the crocodile pretends to be a rabbit. People may not be who they say they are 	<p>Dongle the rabbit http://old.kidsmart.org.uk/movies/Safe_Surfing.swf</p> <p>Dongle's SMART song http://downloads.bbc.co.uk/cbbc/staysafe/pop_video.swf</p>
<p>I know what to do if I see something I feel uncomfortable with or have a funny feeling in my tummy.</p>	<ul style="list-style-type: none"> Butterflies in your tummy - identify sensations and feelings that alert us to dangerous situations. Know who to tell. 	<p>Resource Folder Lee and Kim's 'Animal Magic' Cartoon http://www.thinkuknow.co.uk/5_7/leeandkim/</p>
<p>I know that there are strangers in the real world and strangers when I'm online. (Stranger Danger)</p>	<ul style="list-style-type: none"> Children talk about the differences between real and online experiences using Lee and Kims Adventure. 	<p>Resource Folder Read Lee and Kims Storybook - Animal Magic Lee and Kims Activity 9. Masks and Puppets</p>

Strand 3. Cyberbullying		
<i>SEAL links: Recognise choices they can make and recognise the difference is right and wrong. Rules for, and ways of keeping safe, including who can help them to stay safe online. Recognise how their behavior affects other people.</i>		
Learning Objectives (Child Friendly)	Key skills and Activities	Resources & ULRs (see Resources Folder on server)
I can tell you what bullying is and am beginning to know what cyber bullying is	<ul style="list-style-type: none"> • Ch to be aware of the different technologies that we can communicate through, eg email, mobile phones, chat rooms etc. • Know that they wouldn't say something unkind to somebody behind their back in the playground as it would hurt their feelings so they shouldn't do it on the computer or on a mobile phone. <p>Discussion points to consider:</p> <ul style="list-style-type: none"> • 'Bystanders' - if you don't stop it, you're part of it. 	Hector's World Cartoon 6, <i>You're Not Alone</i>
I know what to do and who to tell if I am bullied online	<ul style="list-style-type: none"> • Introduce the T of the SMART rules • Introducing the <i>Hector's World Safety Button</i>. An immediate way to hide whatever it is that they don't like so they can leave computer and tell an adult • Children to be able to know who they can tell both at school and at home. 	Hector's World Safety Button Resource Folder SMART rules PDF
Strand 4. Media Literacy		
Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULRs (see Resources Folder on server)
I respect the work of others which is stored on the computer I know that my work can be published/shared online with permission	<ul style="list-style-type: none"> • Learn to respect the work of others stored on a shared drive of a network or presented online. • Participate in the creation / publishing of information on the school community • Understand that they are publishing work to the community to share with family. 	Class Blog / School Community
I understand that the internet can be used to communicate with other people. I know the differences between an email and a real letter.	<ul style="list-style-type: none"> • Know that email is a way to send and receive messages which is different to a letter. • Send a class email together • Understand their needs to be an email address and that passwords are kept safe. 	Send A Class Email: Barnaby Bear, Head Teacher or a Famous Person. Explore an Email Simulation Program. (2Email, Sherston Crystal Rainforest) Reinforce Smartie the Penguin (Kidsmart) from Reception Year
I can get to suitable websites safely in a variety of ways I know what to do if I find something inappropriate online. I know how to get back to the home page when I am looking at different websites so I can keep myself safe	<ul style="list-style-type: none"> • Children able to use hyperlinks from a document, favourites/bookmarks and child friendly search engines to navigate to suitable and appropriate websites. • Children know how to minimise a screen, or use special screen 'protection' such as Hector Protector, if they see something inappropriate on a website and tell a trusted adult. • Children able to use the home page button and forward and back arrows to take themselves back to 	Child Friendly Search Engines http://www.kidrex.org/ http://www.askkids.com/ http://www.kidsclick.org/ Reinforce the Acceptable Use Policy they signed SMART rules Poster

	a child-friendly site when navigating away from the teacher directed site.	
<p>I am beginning to know which web sites are best for me.</p> <p>(Image and Text Combinations, school based, BBC sites are more friendly)</p>	<ul style="list-style-type: none"> • Children beginning to see differences between web sites and can give their preferred choice of site when looking for information on a class topic. • Understand that web sites they visit are similar to visiting places in real life. 	Variety of Websites for Comparisons

Year 2		
Strand 1. Personal Information		
Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULRs (see Resources Folder on server)
<p>I know what personal is and that I don't share it with others</p> <p>I know that personal information is special because it just applies to me</p>	<ul style="list-style-type: none"> Revise what personal information is and introduce the 5 finger rule: DO NOT give: 1. Full Name, 2. Address and telephone number, 3. School name, 4. Photographs, 5. e-mail address Know what other information is personal: Game, children to be asked questions and they need to decide whether they want to answer it. If they do 'e.g what hobbies do you like' they answer, if not 'e.g. what football team do you play for' they hold up the visual aid saying 'Personal', because it is personal information and they do not want to share it. 	<p>Pupil Visual Aid (whole file has been saved, you will just need the first page) <i>Could use questions from Activity 2B Keeping safe game p.3 of PDF</i></p>
<p>I know some of the qualities that can be used to decide whether I can trust a person</p>	<ul style="list-style-type: none"> Children to be able to assess who they can trust 	<p>Hector's World Lesson Plan 3</p> <p>Hector's World Cartoon 3: <i>it's a serous Game</i> http://www.thinkuknow.co.uk/5_7/hectorsworld/</p> <p><i>'A person I trust is.....'</i> worksheet</p>
<p>I know that sometimes it is better to ask a trusted adult for help if I am unsure what to do</p>	<ul style="list-style-type: none"> Make links to the butterflies to in tummy (from Lee and Kim in Y1), make links to being lost or hurting yourself and not being sure what to do Introduce T of the SMART rules 	<p>Hector's World Lesson Plan 3</p> <p>Hector's World, Cartoon 3: <i>It's a Serious Game</i> http://www.thinkuknow.co.uk/5_7/hectorsworld/</p> <p>SMART rules PDF</p>
Strand 2. Protecting Yourself		
Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULR (see Resources Folder on server)
<p>I know how to choose a suitable nickname</p>	<ul style="list-style-type: none"> Link to Ranjeet's personal information and that he called himself 'Supercrab'. Explain how to choose a suitable nickname. Ch to decide on a nickname and evaluate as a class. Ch could create an image or logo for their nickname 	<p>Refresh by watching Hector's World 1 (may not be necessary) http://www.thinkuknow.co.uk/5_7/hectorsworld/</p> <p>Jungle Club Film – Appropriate Names and Characters</p>
<p>I can use the SMART rules to keep myself safe online</p>	<ul style="list-style-type: none"> Review S & T of SMART rules and introduce M A R through Dongle Rabbit video. Children could learn Dongle's song 	<p>http://old.kidsmart.org.uk/movies/Safe_Surfing.swf Dongle the rabbit</p> <p>Dongle's SMART song http://downloads.bbc.co.uk/cbbc/staysafe/pop_video.swf</p>

Strand 3. Cyberbullying

SEAL links: Recognise choices they can make and recognise the difference is right and wrong. Rules for , and ways of keeping safe, including who can help them to stay safe online. Recognise how their behavior affects other people.

Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULR (see Resources Folder on server)
<p>I know what cyber bullying is</p> <p>I know how to respond and who to tell if I am being cyber bullied.</p> <p>I know how to be kind and caring when communicating with others using email</p>	<ul style="list-style-type: none"> Revise and consolidate T of the SMART rules Watch video, extend knowledge of cyber bullying to include email and revise what cyber bullying is - link this to email topic if relevant. 	<p>SMART rules PDF</p> <p>Hector's World, Cartoon 6, <i>You're Not Alone</i> http://www.thinkuknow.co.uk/5_7/hectorsworld/</p>

Strand 4. Media Literacy

Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULR (see Resources Folder on server)
<p>INTERNET RESEARCH</p> <p>I can use the internet purposefully to answer specific questions.</p>	<ul style="list-style-type: none"> Use child-friendly search engines to find information using agreed key words list Navigate to website by entering a simple web address into a browser. 	<p>Link to topic or other curriculum areas</p>
<p>I know that not everything on the internet is true (spoof web sites)</p>	<ul style="list-style-type: none"> Begin to look at the web address of where you are looking. Eg RSPCA, Fairtrade in the address bar and their official logos must mean it is their official site and not made up. 	<p>Teachers introduce spoof websites e.g. RBKC Red Tomato spider, Wikki spoof: moon is made of cheese</p>
<p>I can identify adverts or pop ups and know how to avoid going to them</p>	<ul style="list-style-type: none"> Know what to do if a pop-up or other link is accidentally opened to take you to another website (use back arrow or close new window) Know what advertising is and how it appears in web sites. When searching for example for 'Monkeys' demonstrate that Amazon may appear in the hit list advertising a book to buy about monkeys. Direct them away from these sites 	<p>Example sites showing advertising embedded</p> <p>Use Child Focus Film to reinforce POP-Ups from Reception Year.</p>
<p>I know the difference between communicating using email and online in a discussion forum.</p> <p>I know how to communicate online safely.</p>	<ul style="list-style-type: none"> Send a class/individual emails, using a subject heading within a closed safe system. Open mail, reply to email, thinking about safety Develop an awareness of text size and font for emails and appropriate language to use in an email. Keep their passwords a secret. Contribute to a discussion forum or comments on a class blog entry 	<p>Email System – School or Online School Community</p> <p>Net Smartz – Email the cartoon Characters</p>
<p>Children begin to publish information for others to view within the school community</p>	<ul style="list-style-type: none"> Contribute/publish information to the class blog, including text and pictures. Know that they need to check information and permissions before uploading. They know that the internet can be viewed by anybody. 	<p>School Community</p>

Year 3		
Strand 1. Personal Information		
Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULRs (see Resources Folder on server)
<p>I know what personal information is and that I don't share it with others</p> <p>I know that personal information is special because it just applies to me</p> <p>I know how to use an alias nickname when signing up to things online e.g.– Club Penguin, CBBC</p>	<p>Activities</p> <ul style="list-style-type: none"> Revise what personal information is and use of nicknames by watching Captain Kara and Winston's cartoon 'What should you keep safe?' Make a poster detailing what personal information is for their new classroom or younger classes Use the Private or Public Powerpoint as a discussion aid to support children in identifying which information is kept private and which can be given out 	<p>http://www.childnet.com/kia/primary/smartadventure/default.aspx OR Know It All DVD The SMART Crew</p> <p>Resources Folder 'Private or Public' Powerpoint</p>
Strand 2. Protecting Yourself		
Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULR (see Resources Folder on server)
<p>I know and will abide by the SMART rules in and outside school.</p> <p>I know not to accept files or information from people online that I don't know</p>	<ul style="list-style-type: none"> Revise S, T & R of SMART rules. Revisit who you should TELL by watching Chapter 4 of Smart Crew Videos.. Captain Kara and Winston's Smart Crew Cartoon 'Who should you tell?' Introduce A (Accepting) of SMART rules by watching Captain Kara and Winston's chapter 1 'What should I accept?' 	<p>Know It All DVD - The SMART Crew OR Website at: http://www.childnet.com/kia/primary/smartadventure/default.aspx Chapter 1 - 'What should I accept?' Chapter 4 – Who should you tell?</p> <p>Resources Folder SMART Rules Poster</p>
<p>I know that I shouldn't meet people I have met online without a trusted adult.</p> <p>I know to STOP, THINK before I CLICK about the information I am giving</p>	<ul style="list-style-type: none"> Introduce M (Meeting) of SMART rules by watching Captain Kara and Winston's Smart Crew Cartoon 'Be careful when meeting up' Design a set of rules for the school ICT Suite on how to be a responsible and safe user of the Internet. Use the saying, STOP, THINK before you CLICK. Compare to the London Grids 12 Rules of E-Safety. Or design a Top Tips Poster for Communication Tools. 	<p>Know It All DVD - The SMART Crew OR Website at: http://www.childnet.com/kia/primary/smartadventure/default.aspx Chapter 5 - 'Be careful when meeting up' SMART rules PDF Resources Folder '12 Rules of E-Safety' File</p>
Strand 3. Cyberbullying		
<p><i>SEAL links: Recognise choices they can make and recognise the difference is right and wrong. Rules for, and ways of keeping safe, including who can help them to stay safe online. Recognise how their behaviour affects other people.</i></p>		
Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULR (see Resources Folder on server)
<p>I know the different technologies that can be used to communicate</p>	<ul style="list-style-type: none"> Use icons at the top of Cybercafe screen to revise the technologies that can be used to communicate. 	<p>http://www.thinkuknow.co.uk/8_10/fun/</p>

<p>I know not to accept and open emails from senders I don't know</p> <p>I know not to open unknown links to files</p> <p>I know the importance of not deleting any upsetting emails but to save them for evidence</p> <p>I know how to be kind and caring when communicating with others using email</p>	<p>Introduce terms 'social networking' 'gaming' 'chat rooms' 'forums' 'texting' 'mobiles' ;videos' and web 2.0 'blogging' 'podcast'</p> <ul style="list-style-type: none"> • Evaluate the benefits and risks of the communication tools outlined above • Carry out the Sunil Email Activity from Cybercafe. This activity gives the children chance to demonstrate safe and acceptable use of emails and gives them scenarios to complete. • Children to know that their activities online (such as phone calls, emails etc) can be traced and monitored. • Children to know how to save messages/evidence and show to a trusted adult 	<p>http://www.thinkuknow.co.uk/8_10/cybercafe/cafe/base.aspx</p> <p>www.thinkuknow.co.uk/8_10/ ThinkUKNow Cybercafe Lesson Plans:</p> <ol style="list-style-type: none"> 1. Using Technology to Communicate 2. Introducing Cybercafe 3. Communication and Information 4. Using E-mail Safely
<p>I know what cyberbullying is on a range of technologies and know that bystanders are also part of it</p> <p>I know how to respond and who to tell if I feel uncomfortable about something I've seen online</p> <p>I know where the CEOP Report Button is to report any inappropriate behaviour</p>	<ul style="list-style-type: none"> • Discuss the different forms of Cyberbullying that can take place and reinforce that bystanders are also in it • Go to the Think U Know website and show the children the CEOP report button • Tell the children they can use this button when and wherever they are to report abuse or misuse • Introduce the children to a panic email in school where children can send an email to a designated teacher to report inappropriate behaviour. <p>Activities Discuss / role play issues around people having websites such as 'Rate my friend' where all are asked to write about each others positive and negative aspects of personality.</p>	<p>http://www.thinkuknow.co.uk/8_10/fun/</p> <p>The CEOP Report Button</p> <p>Email – Designated Teacher Alert System</p>
<p>Strand 4. Media Literacy</p>		
<p>Learning Objectives (Child Friendly)</p>	<p>Key Skills and Activities</p>	<p>Resources & ULR (see Resources Folder on server)</p>
<p>PSHE- 3f. pressure to behave in an unacceptable or risky way can come from a variety of sources. (resisting pressure)</p> <p>Know how to behave responsibly online and not to accept pressure from others on inappropriate sites.</p>	<ul style="list-style-type: none"> • Understand that some sites like Club Penguin and Moshi Monsters are ok to use with parent consent if they abide by the rules. • Know how to resist pressure to engage in different sites like online gaming if it is not age appropriate. • Discuss / role play issues around people having websites such as 'Rate my friend' where all are asked to write about each other's positive and negative aspects of personality. 	<p>Gather a list of sites the children regularly use at home to discuss.</p>
<p>I use the Internet on my own to research and gather appropriate text and images.</p> <p>I know that not all information on online</p>	<ul style="list-style-type: none"> • Introduce R (Reliable) of SMART rules by watching Captain Kara and Winston's Smart Crew Film Chapter 2 'What is Reliable?' (Make links to Doogle work in Y2) 	<p>Captain Kara and Winston's Smart Crew Film Chapter 2 - 'What is Reliable?'</p> <p>http://www.childnet.com/kia/primary/smartadventure/default.aspx</p>

is true or can be trusted (Spoof Sites / Wikipedia)	<ul style="list-style-type: none"> Understand Internet contains fact, fiction and opinion and begin to distinguish between them. Begin questioning reliability of sources. 	Fact , Fiction and Opinion Web Sites Spoof websites e.g. RBKC Red Tomato spider , Wikki spoof: moon is made of cheese Opinion, RSPCA V Fox Hunting Sites
I know that there is copyright laws on online content and know how to acknowledge the sources I use	<ul style="list-style-type: none"> Be aware that taking lots of text from websites is stealing other people's work. Know what to do to acknowledge sources of information used (copy URL/authors name) Copy and Paste images and text appropriately. 	Use creative commons – royalty free images for a piece of work. Discuss our website and images that are allowed. http://gallery.nen.gov.uk/
I can use a range of online communication tools including forums, instant messaging and e-mail with other learners	<ul style="list-style-type: none"> Use a range of online communication tools, such as emails, discussions on Online Community, IM, blogging Know how to respond to unpleasant communications via mobile phone, text, IM or email, chat rooms. (Save/Print the message as evidence and show to trusted adult.) Know how to respond when asked for personal details or to meet up through such systems. 	Emailing Account Online Community Class/Pupil Blogs Instant Messenger

Year 4		
Strand 1. Personal Information		
Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULR (see Resources Folder on server)
<p>I know what Social Networking Sites are and know not to give out any personal information to keep myself safe</p> <p>I know to use a nickname and an avatar or picture to represent myself when online</p> <p>I know the dangers of using chat rooms</p>	<ul style="list-style-type: none"> What is a social networking site? List the ones they know and use, give a demonstration of one List the advantages and disadvantages of such sites Revise what is personal information and reinforce the 5 finger rules: DO NOT give: 1. Name, 2. Address and Telephone Number, 3. School name, 4. Photographs, 5. E-mail address <p>Activities Design a nickname and digital logo to use if you were on a social networking site (see Friendbook PDF). List the information you would never give out on such sites and compare to Friendbook</p>	<p>MSN, Bebo, Club Penguin, Facebook (Age 13+) MySpace</p> <p>Resources Folder Friendbook PDF</p> <p>Dangers Regarding Chatting on Line from Child Net International http://www.chatdanger.com/chat/</p>
Strand 2. Protecting Yourself		
Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULR (see Resources Folder on server)
I can use the SMART rules to help me decide what to do in different scenarios	<ul style="list-style-type: none"> Revise all SMART rules <p>Activities</p>	<p>Resources Folder 'Internet Safety Cards v3' File (16 pages of scenarios so choose suitable ones for</p>

	Give children scenario cards that deal with all of the SMART rules. Ch to discuss, sort into 3 piles, share and evaluate as a class. Look at the different scenarios based around the SMART rules on the PDF document. Children to work out what they should do for each one.	your class) SMART rules PDF 'Scenarios-activity' PDF File
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Strand 3. Cyberbullying

SEAL links: Recognise choices they can make and recognise the difference is right and wrong. Rules for, and ways of keeping safe, including who can help them to stay safe online. Recognise how their behavior affects other people.

Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULR (see Resources Folder on server)
I know what cyberbullying is and where it could take place I know how to respond to cyberbullying	<ul style="list-style-type: none"> Reinforce what Cyberbullying is and discuss examples with children List what the children can do, CEOP Button, Tell a trusted adult, Police, Childline Watch Janie's Singing video from the BBC website and respond to the activity ideas from the web site. Children can write their own versions of I was the person who..... 	http://www.bbc.co.uk/learningzone/clips/cyberbullying/9455.html (Cyberbullying Film) Janie's favourite band is running a competition, to enter, you need to upload a video of yourself singing which Janie does. But when some of the people at school tease her about the video, she deletes it from the competition. But it's too late by then - it's been posted on loads of other sites, and everyone's still watching it. 'I Was the Person' Bullying Video

Strand 4. Media Literacy

Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULR (see Resources Folder on server)
<p>I can use a range of online communication tools to collaborate with others (I use an online alias)</p> <p>I recognise how electronic communications may be used for manipulation or persuasion.</p> <p>I can publish my work to a chosen audience using appropriate online tools such as Edmodo, podcasting, blogging, online community</p>	<ul style="list-style-type: none"> Use online communication tools with appropriate functionalities to exchange and develop ideas with other learners. Use email/blogging/edmodo Upload work to a platform, thinking about who can view the work, so the quality needs to be accurate. Know that they need permission for use of images of friends or those they found online. 	Email Systems, Online Community, Blogging Edmodo - Discussion Groups Upload information to the Online Community / Class Blogs
I know that the information I put online can never be fully removed and leaves a digital footprint or trail.	<ul style="list-style-type: none"> Judge the nature of different types of digital footprints by following the information trails of two fictional animals. (Common Sense Activity 1 Plan) 	Common Sense - Lesson Plan Activity 1 : http://www.commonsensemedia.org/educators/lesson/follow-digital-trail-2-3
<p>I know the internet is a great place where relationships can be developed.</p> <p>I know the difference between online and real life friends and know how to respond</p>	<ul style="list-style-type: none"> Use sensitive and appropriate language when using such communicating tools. Identify that emails may be malicious or inappropriate to open. Send, open and save file attachments Understand how to show respect in social situations. 	Common Sense - Lesson Plan Activity 2 : http://www.commonsensemedia.org/educators/lesson/show-respect-online-k-2 Common Sense - Lesson Plan Activity 3 :

<p>to online friends who ask them personal questions.</p>	<p>(Common Sense Activity 2 Plan)</p> <ul style="list-style-type: none"> • Compare and contrast online and real friends. Know how to respond to personal information requests. (Common Sense Activity 3 Plan) 	<p>http://www.common sense media.org/educators/lesson/talking-safely-online-3-5</p>
<p>I know that anyone can write information on the internet and so not to always believe it is true</p> <p>I can use several web sites to make sure the information I have found is accurate</p> <p>I know that there is copyright laws on online content and know not to download music, files that are not free to use.</p> <p>I understand the function of a search engine and the importance of using the correct search criteria.</p> <p>I use the internet as a resource to support my work, and am beginning to understand plagiarism.</p> <p>I know what to do if I access something inappropriate.</p>	<ul style="list-style-type: none"> • Use an internet search to answer questions on a specific topic, and to gather resources for their own work. • Know there are different search engines available and that each has advantages and disadvantages. • Discuss the different search engines and their features, e.g. search engine tools for different types of media, Google Image Search, video, sound, understanding that the results are not always what you expect. • Translate questions into search criteria and key words to search for text. • Read and use summaries displayed within search results to choose which sites to explore further. • Know not to plagiarise other peoples work. • Understand copyright issues – what images / videos / sounds are legal and safe to use. • Be aware that web sites are not always accurate and that information should be evaluated and checked before it is used. • Make choices about which images and games are suitable for their age and experiences. (PEGI Ratings for Guidance). Reasons for games to be rated like DVDs. • Know how to bookmark and organize favourites. 	<p>www.thinkuknow.co.uk/8_10/ Cybercafe Lesson 5 'Responsible use of the internet'</p> <p>Untrue Type Websites (spoof) http://zapatopi.net/treeoctopus/</p> <p>Use NEN gallery as safe searching image bank using the search functionality http://gallery.nen.gov.uk</p> <p>Use the following for free sound files: www.findsounds.com www.freesounds.org http://audio.lgfl.org.uk http://freeplaymusic.com/</p> <p>Child Friendly Search Engines</p>

Year 5 Download Questionnaire		
Strand 1. Personal Information		
Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULR (see Resources Folder on server)
<p>I understand the potential risks of providing my profile and digital photographs in a range of online technologies both within and outside school.</p> <p>I know only to use safe gaming sites and know how to keep my personal information and profile safe</p> <p>I know that strangers could piece together any personal information I give away</p>	<ul style="list-style-type: none"> Children evaluate their own use of web-publishing tools and how they present themselves online. Select appropriate images and information for their personal profile / homepage on the VLE Compare and discuss publishing a 'personal homepage' on the internet e.g. via Bebo/ Myspace with the security of their school VLE Be aware that people may not create honest profiles of themselves 	<p>Resource Folder: Y5/6 Assembly 'Jigsaw' Film – (young girls posting her profile on the internet and outside her house)</p> <p>Dangers Regarding Chatting on Line from Child Net International http://www.chatdanger.com/chat/</p> <p>Resource Folder Lesson 3 Worksheet – Cyber Cafe 'Clues We Give Away - Tara's Story'</p>
Strand 2. Protecting Yourself		
Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULR (see Resources Folder on server)
<p>I understand that I must stop and think before I upload digital images online</p> <p>I know that the information I put online can never be fully removed and leaves a digital footprint or trail.</p> <p>I know how to represent myself safely on line through nicknames and avatars.</p> <p>I know who to tell if I need to report a problem.</p>	<ul style="list-style-type: none"> From the film discuss the benefits and risks of uploading images online. Discuss and define 'Digital Footprint'. This is not just about your images. Be able to explain how they would respond to an online request for their personal details. Create their own avatars and names they could use on a gaming site or update Edmodo ones. Know who do they tell and what they can do if an incident happens. (Parents, Teachers, CEOP Report Button) 	<p>'Think Before You Post' Film – (a girl places her image on the notice board at school she can never remove it)</p> <p>Know It All! http://www.childnet-int.org/kia/primary/Resources.aspx</p>
Strand 3. Cyberbullying		
Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULR (see Resources Folder on server)
<p>I know what is appropriate language and behaviour when using communicating technologies like messaging areas, chat rooms, emails, texting.</p> <p>I know what to do if I feel threatened or uncomfortable with content I have seen.</p> <p>I know to always keep the evidence and</p>	<ul style="list-style-type: none"> Understand the importance of appropriate online behaviour and that online (cyber-) bullying is unacceptable. Know the importance of not deleting inappropriate electronic communications – saving them for evidence. Discuss the term bystander and what it involves. Put a CyberMentor widget on the board. Examples of both good and bad choices are on it. Individually, 	<p> Cyber Mentor Widget from Cybermentors / beat the bully website.</p> <p>Resource Folder : These films will aid discussion.</p> <p>- Watch YHGfL 'Day Dreaming' Film (4min 30) - Watch YHGfL 'Combating Cyberbullying Pictures' Film (1min 60)</p>

<p>show a trusted adult who will help me.</p> <p>I know what a bystander is and that - if you don't stop it, you're part of it.</p>	<p>children will be called up to remove a bad choice, with the aim being to remove all the bad choices and they will be left with a clear image of good behaviour. There may be some ambiguity about the examples on the board and this will be a point for discussion. (cybermentor website they can ask for advice)</p> <ul style="list-style-type: none"> • Write a short play, highlighting the actions, impact and consequences of irresponsible behaviour when someone is using communication technology. 	<p>Common Sense Activity – What can you do when someone is mean to you online?</p> <p>http://www.commonsensemedia.org/educators/lesson/screen-out-mean-2-3</p> <p>http://www.bbc.co.uk/cbbc/games/beaker-you-choose (Tracey Beaker Choosing Video)</p>
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Strand 4. Media Literacy

<p>Learning Objectives (Child Friendly)</p>	<p>Key Skills and Activities</p>	<p>Resources & ULR (see Resources Folder on server)</p>
<p>I use the internet as a resource to support my work and know how to do complex searching.</p> <p>I recognise that anyone can write to the internet, so not all information is accurate or unbiased (Wikipedia)</p>	<ul style="list-style-type: none"> • Select the most appropriate search engine and tools for the activity, e.g. image search, open web. Select size of images to search. • Ask questions, carry out complex searches, refine using combinations of key words. (See Common Sense Activity 1) • Evaluate search results efficiently to choose a selection of relevant websites to investigate further. • Refine search criteria as necessary achieve more relevant results. • Use skim reading to check relevance of information • Evaluate information found online, considering plausibility and develop strategies to make judgements on the sources being used e.g. cross-referencing a number of websites. • Recognise reasons that people might publish content that is not accurate and understand the need to check the validity of a website, eg look for the author via 'contact us' / 'About us' button, details located at bottom of homepage etc. • Understand Wikis are multi-author web documents which have not always been verified. 	<p>Children will be producing their own work and using the internet to find their own sources of information.</p> <p>Common Sense Activity www.commonsensemedia.org/educators/lesson/using-keywords-k-2</p> <p>Use NEN gallery as safe searching commons free image bank example using the search functionality http://gallery.nen.gov.uk</p> <p>Victorian Robots: spoof website for evaluation www.bigredhair.com/robots/index.html</p>
<p>I know strategies for identifying the origin of a website</p>	<ul style="list-style-type: none"> • Know the meaning of common website extensions - .co.uk, .com, .sch.uk, .gov.uk, .ac.uk 	
<p>I know not to use or download files I don't have permission for. Example sound files (MP3), digital images, video. (File Sharing)</p> <p>I understand the terms 'Copyright' and 'Plagiarism' and abide by these rules by acknowledging sources and processing the information I have found</p>	<ul style="list-style-type: none"> • Identify whether a file has copyright or can be legally downloaded free of charge from the internet and whether these can be used in their own work. • Discuss that the work people do like musicians is being illegally downloaded and not paid for. They can't stop this. • Become aware that 'file sharing' is usually illegal due to copyright laws and can also spread viruses. (File Sharing is the practice of distributing or providing access to digitally stored information, such as computer programs, multimedia (audio, images and video) 	<p>Use Pop Singers as an example of not being able to keep their music legally downloadable)</p> <p>When using the internet for their own work think about acknowledging resources.</p> <p>Use 'Beg, Borrow or Steal' to discuss issues with illegal music/copyright rules http://www.bbc.co.uk/cbbc/games/beaker-you-choose</p>

<p>I know that there are 'cybertricks' on the internet to try and catch me out.</p>	<ul style="list-style-type: none"> • Identify and ignore/cancel unwanted advertising and malicious downloads in the form of, Popups, video, banners, hyperlinked objects. Use Cybertricks Film to get this across. • Design a poster to show these tricks. 	<p>Resource Folder</p> <p>Watch the film 'Cybertricks' by You Tube Team.</p>
<p>I know how to use online tools to exchange information and collaborate with others and begin to evaluate their effectiveness.</p> <p>I know my own rights to be protected from the inappropriate use of technology by others and the need to respect the rights of other users.</p>	<ul style="list-style-type: none"> • Use a discussion forums / polls within Edmodo/google, making purposeful contributions like responding to another pupil's question. • Discuss the potential benefits for communication and what the risks might be of sharing personal details online. Home in on: <ul style="list-style-type: none"> - mobile devices - play stations - online gaming - virtual worlds • Send and receive group e-mails and be aware of the risk in accidentally 'replying to all'. 	<p>Class Blogs, Forums, E-mail, Online Community</p> <p>ThinkUKnow Cybercafe www.thinkuknow.co.uk/8_10/</p> <p>ThinkU Know Lesson Plans: 6 – Chatting with care –Sam -Chat room 7 – Using text and picture messaging – Chloe-SMS 8 – Behaving responsibly – Ali -Online Spaces</p> <p>Cyberquoll has lesson plans and tips about uploading content online. http://www.cybersmart.gov.au/cyberquoll/</p> <p>Common Sense Activity www.common sense media.org/educators/lesson/privacy-rules-3-5</p>

Year 6		
<ul style="list-style-type: none"> Children to complete the Key Stage 2 Questionnaire from CEOP with regards to Internet Usage (Compare to Year 3 Samples) 		
Strand 1 Personal Information		
Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULR (see Resources Folder on server)
<p>I understand the potential risks of uploading my profile and digital photographs to a range of online technologies</p> <p>I know to use privacy settings if on any social networking sites and how being on such sites could spread my information to others without me realising</p> <p>I am aware that some websites and social networks have age restrictions and I should respect this.</p> <p>I know how to keep my profile safe and not to upload digital images of myself or others when using communication sites like Bebo, IM, Chatrooms</p>	<ul style="list-style-type: none"> Children evaluate their own use of web-publishing tools and how they present themselves online. Select appropriate images and information for their own personal profile / homepage on the VLE Compare and discuss publishing a 'personal homepage' on the internet e.g. via Bebo/ Myspace with the security of their school VLE Understand and discuss the need to use privacy settings on Social Networking Sites. Understand the pitfalls of your site being linked from your friends' sites. Understand that you should not publish other peoples' pictures or tag them on the Internet without their permission <p>Activities Design a leaflet for parents to use regarding safe use of personal information and profiles on social networking sites on the internet. (Use Friendbook as a stimulus)</p>	<p>Resource Folder: Y5/6Assembly 'Jigsaw' Film – (young girls posting her profile on the internet and outside her house)</p> <p>ThinkUKnow Cybercafe Lesson 9: Social Networking – Safe Profiling www.thinkuknow.co.uk/8_10/</p> <p>Resources Folder 'Friendbook' PDF File Pink Profile 'YHGFL_Guide_to_using_facebook' PDF File</p> <p>Dangers Regarding Chatting on Line from Child Net International http://www.chatdanger.com/chat/</p> <p>Loads of Resources for E-Safety Know It All! http://www.childnet-int.org/kia/primary/Resources.aspx</p>
Strand 2. Protecting Yourself		
Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULR (see Resources Folder on server)
<p>I am aware that digital images can spread all over the internet without me realizing it and can never remove these images.</p> <p>I know what my digital footprint is and how to minimize it on the internet.</p> <p>I am aware of keeping a positive digital footprint. (<i>If I want to see it on front page of the world newspaper and my family to see it then upload it!</i>)</p>	<ul style="list-style-type: none"> Watch and discuss the films from different points of view / characters in the films. Ensure they know who to tell and what to do if an incident happens. (Trusted Adult, Parents, Teachers, CEOP Report Button, Cybermentors) Images cannot be fully removed! Social Media Sites will not be taken down instantly. May take weeks and damage is done. (<i>Be proactive, ask the question – What are you going to do with the photo you have taken of me?</i>) 	<p>Resource Folder</p> <p>'Think Before You Post' Film – (a girl places her image on the notice board at school, she can never remove it) 'If my Eyes were Cameras' – Film (teenager sings about taking photos and how they can be spread rapidly round)</p>

	<ul style="list-style-type: none"> Discuss posting of multiple images online, clues are being put together about you. School, Ballet Certificate in Bedroom etc. How can we tell our parents about the images they are putting online about us and the impact on our future? 	
<p>I know that strangers could collect pieces of information I give about myself without me realising</p> <p>I know not to meet someone I talked to online without an adult</p> <p>I am aware of the risks of 'grooming' and the way these people present themselves online</p>	<ul style="list-style-type: none"> Create a guide sheet on how to present yourself online. Understand malicious adults use the internet to make contact and groom" young children" and how to report any suspicions (Think You Know REPORT ABUSE page). 	<p>Resource Folder</p> <ol style="list-style-type: none"> 1. Girl_EN – Film (young girl meets stranger she has talked to online) 2. 'Amy' – Film (teenager talks about meeting a stranger she talked to online) 3. 'Boy_En'- Film (maybe more KS3 appropriate, a boy being groomed on internet, meets the stranger)
<p>I know that the whole world including future employees could read material from social networking sites which could be damaging or inappropriate for me and for others</p>	<ul style="list-style-type: none"> Watch the film and discuss 	<p>'Digital Dirt ' Film (teenager wanting a Saturday job and employer has looked at details from social networking site)</p>

Strand 3. Cyberbullying

Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULR (see Resources Folder on server)
<p>I know how to use appropriate behaviour and language when using technology and know if I laugh at it, I'm part of it.</p> <p>I understand that inappropriate or unkind messages or content could be upsetting and damaging to others.</p> <p>I know that I need to recognise when peers may need help and how to support them.</p> <p>I know what to do if I feel threatened or uncomfortable with content I have seen.</p> <p>I know to always keep the evidence and show a trusted adult who will help me.</p>	<ul style="list-style-type: none"> Understanding severity of the impact on an individual of sending or uploading unkind or inappropriate content particularly when a wider audience views the content. Discuss places to report Cyberbullying – Tell a Trusted adult, Teacher, Cybermentor Website, CEOP Button (grooming), Childline, Police, Discuss how to collect / print out the evidence and never to delete it. <p>Main Activity</p> <ul style="list-style-type: none"> Watch 'Let's Fight it Together' or 'Day Dreaming' Films Use role play to highlight an area of Cyberbullying. Use the flip cameras to film and add music. <ul style="list-style-type: none"> - You've started getting nasty text messages. - You've started to receive inappropriate emails. - You've become a victim of prank calling or silent calling. - A number of hate groups have been set up about you online. - You've become a victim of an inappropriate photo being sent around about you 	<p>'Let's Fight it Together Film Cyberbullying' Childnet comprehensive teaching resources and video : http://www.digizen.org/resources/cyberbullying/film/s/uk/lfit-film.aspx (6 mins 30 sec)</p> <p>(Key Stage 3 Resource but very relevant for Year 6 before secondary school, lesson plans take the views from each character))</p> <p>OR</p> <p>Resource Folder Watch YHGfL Day Dreaming Video. (4min 30) Watch Combating Cyberbullying Suffering Film (1min 60)</p> <p>Show CyberMentors.org.uk (11-17) where they can discuss a problem or seek advice.</p> <p>Common Sense Activity – Mean language online http://www.commonsensemedia.org/educators/lesson/power-words-4-5</p>

Strand 4. Media Literacy		
Learning Objectives (Child Friendly)	Key Skills and Activities	Resources & ULR (see Resources Folder on server)
<p>I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school.</p> <p>I can evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself with these technologies.</p> <p>I know the potential risks associated with using web cams and virtual worlds and know how to keep myself safe.</p>	<ul style="list-style-type: none"> Decide which online communication tool to use to best suit the purpose. (Email, discussion forums, Blogs, Wikis, IM, School Site / blogs) . Understand online and off line web mail and tracking of personal information through such services. Demonstrate safe practice in selecting and uploading appropriate images, text, sound and video to the school online community. Begin to understand Google Tools to publish and present ideas. Creating forms, polls and accessing RSS feeds. Create a site in google forms. What are the dangers of using web cams and virtual world sites? Develop Fact Sheets 	<p>ThinkUKnow Cybercafe www.thinkuknow.co.uk/8_10/</p> <p>Ensure children have covered each area in the cybercafé.</p> <p>Sam - Chat rooms Chloe - SMS and Mobiles Sunil – Emailing Jason - Web Browsing Forums / Instant Messaging</p>
<p>I can confidently and efficiently use the internet as a tool for research and critically evaluate web sites</p> <p>I recognise that not all information on the internet is accurate or unbiased (advertising) and develop a range of strategies for identifying the origin of a website.</p> <p>I understand the issues of plagiarism, copyright and data protection in relation to my work.</p> <p>I understand that the resources I find may be covered by copyright. I understand that not all information on the internet is legal to use or copy, even if sources are acknowledged.</p>	<ul style="list-style-type: none"> Search purposefully and sensibly for images, sound and video online with awareness that filtering can vary depending on setting in school and at home, avoiding advertising popups and other distractions Use a range of sources to check validity and recognise different viewpoints. Critically evaluate the information used, and understand some of the potential dangers of not doing so. Understand Wikis are multi-author web documents which have not always been verified. Use clues for where web content might originate from by looking at web address, author, other linked pages and domain ownership Know the meaning of common website extensions – such as .org, .net, ac, gov and also why we use https (used as secure servers for on-line banking and identified with a padlock) Know about selecting copyright free images and sounds from sources such as LGFL audio network and NEN image gallery. Otherwise acknowledge resources like you do when quoting text. Describe possible impact of published content to an audience e.g. the use of advertising, persuasion 	<p>Hoax Wiki Site http://en.wikipedia.org/wiki/Helicopter_Shark</p> <p>Dog Island Free Forever: spoof website for evaluation: www.thedogisland.com www.allaboutexplorers.com</p> <p>Bias V Unbiased Sites like RSPCA V Fox Hunting http://www.cybersmart.gov.au/cyberquoll/index.html</p> <p>Episode 5– ‘Trying it on’ (cyber marketing) and lessons 5.1-5.6 Episode 5– ‘Kids in cyberspace’ (the big picture) and lessons 6.1-6.4</p> <p>Use websites that are free creative commons licensing sites Know how to search within such sites. http://search.creativecommons.org/ http://gallery.nen.gov.uk http://audio.lgfl.org.uk</p>
<p>I know that there are ‘cybertricks’ on the internet to try and catch me and others out and know what to do about them.</p>	<ul style="list-style-type: none"> Revisit Cybertricks Film to reinforce point about Cybertricks. Write a script for a younger child about one of these tricks. Use Child Focus Film used in Reception as an example. 	<p>Resource Folder</p> <p>Watch the film ‘Cybertricks’ by You Tube Child Focus Film for Reception Children</p>