

**ACET Junior Academies'**

**Scheme of Work for Computing  
eSafety**



**About this unit:**

This scheme is designed to develop and build upon children's knowledge of the internet and how to use it safely and responsibly. This comprises a unit for each year group which builds upon understanding.

**Unit structure**

Unit 1 – Year 1 eSafety outline  
Unit 2 – Year 2 eSafety outline  
Unit 3 – Year 3 eSafety outline  
Unit 4 – Year 4 eSafety outline  
Unit 5 – Year 5 eSafety outline  
Unit 6 – Year 6 eSafety outline

**Links to previous and future National Curriculum units**

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. (KS2)

Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content (KS2)

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration (KS2)

Recognise common uses of technology beyond school (KS1)

**Unit 1 – Year 1 eSafety outline**

Links to previous learning	Knowledge and concepts	Assessment criteria:	Curricular links:
<p>Know that the internet exists</p> <p>Know that some technology can access the internet (YouTube)</p>	<p>Identify the different devices that can go online and those that do not.</p> <p>Understand rules around e-safety and know who to tell if something concerns them online.</p>	<p>I can discuss how to use technology safely.</p> <p>I can keep personal information private.</p>	<p><b>PSHE:</b> Discussing how we can keep ourselves safe; understanding how to make right and wrong choices.</p>

Suggested activities:	Useful links:
<p>Encourage children to talk about how they, and those around them, use technology. From this, children may begin to identify potential risks. This discussion can lead to suggested online safety rules.</p> <p>For children to effectively meet this objective, it is key that they fully understand its terminology. For example, it is difficult for a child to understand the importance of keeping personal information private if they do not fully recognise what is considered to be personal information.</p> <p>A way to accomplish this could be to develop a made-up character and put information around the room on post-its – children are to circulate and figure out what is personal information that shouldn't be shared and what isn't.</p> <p>Time may be spent defining and exploring key words and concepts used in this objective, such as 'respect'.</p> <p>Another activity would be to find technology around school and to sort technology into electrical and non-electrical or that does or doesn't have internet access.</p>	<p><a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/">https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</a> - age range targeted videos around e-safety</p> <p><a href="https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s">https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</a> - lots of useful safety resources designed for primary</p>

**Unit 2 – Year 2 eSafety outline**

<b>Links to previous learning</b>	<b>Knowledge and concepts</b>	<b>Assessment criteria:</b>	<b>Curricular links:</b>
<p>Can identify technology that can access the internet</p> <p>Understand some safety rules around personal information</p>	<p>Identify obviously false information in a variety of contexts.</p> <p>Identify personal information that should be kept private.</p> <p>Communicate safely, respecting and considering other people’s feelings online.</p>	<p>I can show understanding of why being kind online is important</p> <p>I can discuss what information is personal</p>	<p><b>PSHE:</b> Discussing how we can keep ourselves safe; understanding how to make right and wrong choices.</p> <p><b>Literacy:</b> Collaborating to send a class email; respond to a class email.</p>
<b>Suggested activities:</b>		<b>Useful links:</b>	
<p>As well as identifying adults they can trust, what information about themselves must remain protected and establishing the respectful and safe way to communicate online (<i>as in Year 1</i>), children will begin to explore the importance of vigilance and how not everything online is necessarily always true or safe.</p> <p>Collaborating to send a class email is an ideal activity to both model respect of others but also how to remain responsible and safe when choosing what information to share. This may be used to prompt children to consider the thoughts and feelings of others.</p>		<p><a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/">https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</a> - age range targeted videos around e-safety</p> <p><a href="https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s">https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</a> - lots of useful safety resources designed for primary</p>	

**Unit 3 – Year 3 eSafety outline**

Links to previous learning	Knowledge and concepts	Assessment criteria:	Curricular links:
<p>Understand some safety rules around personal information</p>	<p>Identify ways to keep safe when using ICT. Think before sending and suggest consequences or sending/posting.</p> <p>Recognise online behaviours that would be unfair.</p> <p>Show respect for individuals and intellectual property.</p>	<p>I can use technology respectfully and responsibly.</p> <p>I know the different ways to get help if I am ever concerned.</p>	<p><b>Art:</b> E-safety self portraits (app: "Type Drawing")</p> <p><b>Literacy:</b> Information texts - for an intended audience (leaflets, booklets)</p> <p><b>PSHE:</b> Keeping safe, Stranger-awareness.</p>
<b>Suggested activities:</b>		<b>Useful links:</b>	
<p>Build upon what the children learned in Key Stage 1 and audit what they remember about online risks and dangers.</p> <p>They will refer to the e-safety rules established in Key Stage 1, but start to link these to specific services, such as social networks or cyberbullying.</p> <p>Continue to present children with scenarios and case studies that prompt discussion and evaluation. Discuss what they can do themselves to prevent and/or tackle situations where they might be concerned or worried. This is a great opportunity for role play activities.</p> <p>e.g. Children could be given different scenarios in groups that could occur when using the internet and they could decide the best course of action to take – this could be presented to the class or completed in the form of an email to advise someone on what to do.</p>		<p><a href="https://www.thinkuknow.co.uk/8_10/watch/">https://www.thinkuknow.co.uk/8_10/watch/</a> - online safety videos around social media</p> <p><a href="https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s">https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</a> - lots of useful safety resources designed for primary (SMART Crew videos for learning the 5 main rules)</p>	

**Unit 4 – Year 4 eSafety outline**

Links to previous learning	Knowledge and concepts	Assessment criteria:	Curricular links:
<p>Experience of dealing with safety issues on the internet and knowledge of safety rules.</p>	<p>Recognise social networking sites, and social networking features built into other devices and software.</p> <p>Make judgements in order to stay safe when communicating with others online.</p> <p>Identify potential risks and recognise what to do.</p> <p>Use ICT responsibly securely and safely.</p>	<p>I can discuss ways to avoid and/or deal with potential risks/dangers when online.</p> <p>I can recognise acceptable and unacceptable behaviour using technology.</p>	<p><b>Art:</b> Artwork based upon themes (bullying)</p> <p><b>Literacy:</b> Information texts - for an intended audience (leaflets, booklets)</p> <p><b>PSHE:</b> Keeping safe</p>
<b>Suggested activities:</b>		<b>Useful links:</b>	
<p>Children should be given opportunities to build upon their work from Year 3, such as establishing e-safety rules and suggesting safe practice when online, by applying this understanding.</p> <p>This can be achieved by creating a class blog or education social net-work platform (<i>such as Edmodo</i>).</p> <p>Children can put into practice communicating safely, maintaining polite and positive conduct, maintaining a password/avatar/pseudonym, all while being monitored and maintained by the class teacher.</p> <p>Other projects could include a poster campaign for school, responding to concerned emails with advice etc.</p>		<p><a href="https://new.edmodo.com/">https://new.edmodo.com/</a></p> <p><a href="https://www.thinkuknow.co.uk/8_10/watch/">https://www.thinkuknow.co.uk/8_10/watch/</a> - online safety videos around social media</p> <p><a href="https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s">https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</a> - lots of useful safety resources designed for primary</p>	

**Unit 5 – Year 5 eSafety outline**

Links to previous learning	Knowledge and concepts	Assessment criteria:	Curricular links:
<p>Understanding of online safety / social media.</p>	<p>Be a good online citizen and friend. Articulate what constitutes good behaviour online.</p> <p>Identify strategies that minimise risk when online.</p> <p>Begin to find and cite the web address for any information or resource found online.</p>	<p>I can discuss the risks when using internet services in a variety of situations and scenarios.</p> <p>I can identify how to minimise risks when using internet services.</p>	<p><b>Art:</b> Using e-safety threats as a stimulus for artwork (looking at existing pieces: “Cyberbullying” by Adam Gillespie).</p> <p><b>Literacy:</b> Publishing writing for a wider, intended audience.</p>
<b>Suggested activities:</b>		<b>Useful links:</b>	
<p>As well as consolidating e-safety rules established and discussed in prior year groups, regarding such concepts as communicating online, protecting personal information and cyberbullying, Year 5 children will look at how websites may use advertisements and the potential dangers associated with them (<i>such as hidden viruses and/or malware</i>).</p> <p>They will begin to question ownership of information, as well as the resources on the Internet that are readily available to use and download, and those that are not.</p> <p>Children may experiment with ways to share e-safety guidance across school, exploring how to promote e-safety and share suggestions of how to remain safe and resilient with a target audience (<i>such as children in other year groups or parents/carers</i>).</p>		<p><a href="http://zapatopi.net/treeoctopus/">http://zapatopi.net/treeoctopus/</a> - false website that can prompt discussion around reliability of information on the internet and importance of checking sources.</p> <p><a href="https://www.thinkuknow.co.uk/8_10/watch/">https://www.thinkuknow.co.uk/8_10/watch/</a> - online safety videos around social media</p> <p><a href="https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s">https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</a> - lots of useful safety resources designed for primary</p>	

**Unit 6 – Year 6 eSafety outline**

Links to previous learning	Knowledge and concepts	Assessment criteria:	Curricular links:
<p>Understanding of online safety / social media and the risks of being online.</p>	<p>Discuss scenarios involving online risk.</p> <p>State the source of information found online.</p> <p>Act as a role model for younger children.</p> <p>Identify safety features built into software and websites (such as flag/report buttons), and explain to a wider audience what these are for.</p>	<p>I can identify, and discuss ways to minimise, the risks when using internet services in a variety of situations and scenarios.</p> <p>I can promote e-safety throughout my school (and to a wider audience).</p>	<p><b>Art:</b> Using e-safety threats as a stimulus for artwork (drama films, sculpture, mixed media [using blog posts, social media extracts])</p> <p><b>Literacy:</b> Publishing writing for a wider, intended audience.</p> <p><b>Educational visit:</b> Crucial Crew</p>
<b>Suggested activities:</b>		<b>Useful links:</b>	
<p>Children should be given opportunities to reinforce and consolidate the e-safety concepts explored and discussed in prior year groups. Taking a role in promoting this across school allows Year 6 pupils the opportunity to publish for an audience (leaflets, posters, presentations)</p> <p>In addition to the concepts introduced in prior year groups, Year 6 pupils will begin to explore the concepts of copyright and plagiarism.</p> <p>Pupils should be encouraged to explicitly acknowledge the sources of the information they find online. Year 6 children will also begin to look at the wider impacts of online use, such as their ‘digital footprint’.</p> <p>Use Crucial Crew visit as a discussion point.</p>		<p><a href="https://www.thinkuknow.co.uk/11_13/">https://www.thinkuknow.co.uk/11_13/</a> lots of useful information for children that are beginning to access social media</p> <p><a href="https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching">https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching</a> - useful series of lessons around sharing online *consider when appropriate*</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/1">https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/1</a> - clear information around the key aspects of online safety</p>	

**Unit 7 – Computer Networks and the Internet (Y5/6)**

Links to previous learning	Knowledge and concepts	Assessment criteria:	Curricular links:
<p>Understanding of how to use the internet safely.</p>	<p>The internet is a network of computers</p> <p>The world wide web is the name for web pages accessed with a browser (www.)</p> <p>Almost all apps use the internet networks to send and receive data</p>	<p>I can talk about what the internet is</p> <p>I can talk about what the internet is used for</p>	<p>n/a</p>
<b>Suggested activities:</b>		<b>Useful links:</b>	
<p>Children should be taught what the internet is and an approximation to how it works. This could be evidenced through an explanation text, presentation or piece of artwork to show understanding.</p> <p>The concept of a network could be investigated as a whole class activity using drama with children being computers and passing data between them to reach a destination.</p> <p>Teaching points:</p> <ul style="list-style-type: none"> <li>• You pay for an internet connection</li> <li>• This can be via phone signal (4G 5G) broadcasted from telephone masts</li> <li>• This can be via direct cables into the home router where it is then broadcasted around the house wirelessly</li> <li>• The internet itself is made by millions of computers being connected together in a huge network where they can share information – things you view on the internet are stored on a computer somewhere.</li> <li>• The world wide web is the name of the web pages you can browse using the internet.</li> <li>• Instant messaging, music streaming, Netflix etc all use the internet to access and send data.</li> </ul>		<p><a href="https://kids.britannica.com/kids/article/Internet/353293">https://kids.britannica.com/kids/article/Internet/353293</a> - information about the internet</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z7wtb9q/articles/z3tbgk7">https://www.bbc.co.uk/bitesize/topics/z7wtb9q/articles/z3tbgk7</a> - how does the internet work for kids (birds in trees analogy)</p> <p><a href="https://www.youtube.com/watch?v=ewrBaIT_eBM&amp;t=2s">https://www.youtube.com/watch?v=ewrBaIT_eBM&amp;t=2s</a> – how does the internet work (world science festival explanation using real world imagery)</p>	



