Springfield Infant School & Nursery - Online Safety Progression

Children will be given the opportunity to:

- Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.

As effective electronic communicators, our children will:

- Have the ability to connect with others safely and respectfully,
- Understand the need to act within the law and with moral and ethical integrity.
- Have an understanding of the connected nature of devices.

EYFS			
PoS Statement (EYFS expectation)	• Select and use technology [safely] for particular purposes.		
Key Performance Indicators (KPI)	• Recognise that a range of technology is used in homes and in schools. • Use computing devices to interact with age-appropriate applications.		
	Learning Objectives:	**Teaching Points:**	**Possible Resources:**
Online Exploration	Children are aware that they can use the internet to play and learn, supported by a trusted adult/teacher. Children begin to understand the difference between real and online experiences.	• Children need help from their teacher or trusted adult before they go online. • Children can explain why the ipads are locked to an activity. • Children explore onscreen activities that mimic real life. • Children talk about the differences between real and online experiences.	Access online resources, e.g.; ICT Games Cbeebies games Fun with Spot
Online Communication & E-Awareness	Children know they can use the Internet to communicate with family and friends. For children to understand the importance of politeness and courtesy on and off the internet. Children will be aware of how to keep safe and what to do if they are concerned.	• Children begin to understand that they can share information online, e.g. via email • Children begin to understand that there is a right and wrong way to communicate and this may be different depending on who you are communicating with.	Sebastian Swan – visit Sebastian's blog and contact Sebastian Swan Oddizzi – send postcards to other schools Lee and Kim's Adventure Activities 1B & 2 - Animal Magic Activity 6B – Song and Dance Activity 8 – Dot-to-dot Activity 9 – Making Masks or Puppets Smartie The Penguin story from KidSMART Time to Chat to accompany Smartie e-book.

Year 1		
NC Computing Statement	• 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.	
Key Performance Indicators	• Understand online risks and the age rules for sites. • Participate in class social media accounts.	

	Learning Objectives:	**Teaching Points:**	**Suggested Resources:**
Online Research	Children understand that they can find a range of information on the internet. Children are able to navigate age-appropriate websites. Children know what to do if they find something inappropriate online.	• Use simple navigation skills to open a teacher selected website from a bookmarked link or shortcut. • Make choices by clicking on buttons in a webpage and navigate between pages by using the forward and back arrows. • Start to evaluate web sites by giving opinions about preferred or most useful sites. • Know how to return to the home page of a teacher directed website. • Know how to minimise a screen, or use Hector Protector if they see something inappropriate on a website and then tell a trusted adult.	Variety of websites, suitable for online research and exploration, e.g. Infant Encyclopaedia Oddizzi ICT Games Cbeebies games Download and use Hector Protector (used to cover the screen if children find something they think maybe unsafe). Pan European Game Information www.pegi.info/en/index/id/952 British Board of Film Classification www.bbfc.co.uk/education-resources
Communication & Collaboration	Children know that there are a variety of online tools that can be used to communicate with other people. Children begin to understand the importance of being kind and polite online.	• Know that email is a method of sending and receiving messages through the Internet. • Participate in the sending of class emails, or alternative messaging system, e.g. via the school's learning platform. • Teachers provide opportunities for children to share experiences with other learners. • Understand the need to keep passwords private.	Class rules - http://www.kidsmart.org.uk/beingsmart/ CEOP Thinkuknow resources, based on Hector's World www.thinkuknow.co.uk/5_7/ (lessons 1 – 5) School email or messaging system through the school's learning platform

E-awareness	Children begin to identify characteristics of people who are worthy of their trust. Children know what is meant by personal information and develop awareness of why it is special. Children know what action to take if they feel unsure about something. Children begin to appreciate the uses of ICT inside and outside of school and to use it respectfully & responsibly.	• Know that some information (full name, address, birthday etc…) is special as it applies to them. • Children know that personal information is as valuable online as offline and that it should not be shared without a parent, carer or teacher's permission. • For children to understand the importance of talking to a trusted adult about their online experiences. • Children discuss, understand and abide by the school's e-Safety or Internet AUP.	CEOP Thinkuknow resources, based on Hector's World; www.thinkuknow.co.uk/5_7/ lesson 1 – personal information is special lesson 2 – not everyone is trustworthy lesson 3 – assessing trustworthiness lesson 4 – being alert to unsafe situations lesson 5 – check with an adult Dongle Stay Safe quiz from CBBC Staysafe Lee and Kim's Adventure – Internet uses Activity 1A – Keeping safe on net cartoon Activity 2A – Keeping Safe Game Activity 3 – Make Internet Safety poster Activity 4- Write a story Activity 5 – Design & fill a treasure chest Activity 6A – Song and Dance Activity 7 – "Be a Protector" board game Smartie The Penguin story from KidSMART Early Surfers
I can / I know statements	• I can say what personal information is, to include but not limited to: My address, My phone numbers, My email addresses, What school I go to, My sibling's name, My birthday, My passwords, Photos of myself • I know I must not share my personal information. • I can think of sensible online safety rules to keep me safe. • I can say what our school online safety rules are and follow them. • I know how to manage my friendships when I use IT and what to do when things go wrong. • I can say who to go to for help if things go wrong on the computer. • I can say who to go to for help if I have concerns about something on the internet. • I can say what the age ratings on computer games mean. • I can say what the age ratings on films mean. • I know that you should ask permission before taking someone's photo. • I know that I should ask permission before I use a mobile phone. • I know that spending too much time playing games on a computer is bad for me. • I know that staying up all night playing computer games is bad for me.		

Year 2			
NC Computing Statement	• 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.		
Key Performance Indicators	• Understand online risks and the age rules for sites. • Participate in class social media accounts.		

	Learning Objectives:	**Teaching Points:**	**Suggested Resources:**
Online Research	Children use the internet purposefully and safely to answer specific questions. Children know that not everything they encounter on the internet is true. Children develop understanding of the importance of being kind and polite online.	• Children explore a range of age-appropriate digital resources. • Children to know that not everything they find online is accurate. • Know that some websites contain advertisements (often embedded) and learn how to ignore them. • Children know what to do if they find something inappropriate online. • Children discuss, understand and abide by the school's online safety rules.	Download and use Hector's World Safety Button (used to cover the screen if children find something they think maybe unsafe). Websites to aid research, e.g.; Barnaby website to find out about his trips and how he travels.
Communication & Collaboration	Children know the difference between communicating via email & online in a discussion forum. Children demonstrate kindness and politeness when online. Children are aware of the different forms of online communication (email, forums, instant messaging and social networking sites) and find out about their associated risks.	• Children are able to send suitable and purposeful online messages, developing awareness of appropriate language to use. • Children know that passwords help to keep information safe and secure and that they should not be shared. • Children contribute to a class discussion forum.	Digiduck's Big Decision e-book from Kidsmart Discussion forums or messaging system on school learning platform. School email or messaging system through VLE.

E-awareness	Children develop awareness what is meant by personal information and understand that it is unique to them. Identify characteristics of people who are worthy of their trust. For learners to be aware of, and able to use, the rules for keeping safe on the internet. For learners to understand the uses of ICT inside and outside of school and to use it responsibly.	• Children are aware that not everyone they meet online is automatically trustworthy. • Children understand that personal information is unique to them and should not be shared without a teacher or parent's permission. • Children identify characteristics of people who are worthy of their trust.	Dongle Stay Safe video FauxPaw Adventures in the Internet resource from iKeepSafe.org CEOP Thinkuknow resources, based on Hector's World. www.thinkuknow.co.uk/5_7/ lesson 1 – personal information is special lesson 2 – not everyone is trustworthy lesson 3 – assessing trustworthiness lesson 4 – being alert to unsafe situations lesson 5 – check with an adult School Internet Acceptable Use Policy
I can / I know statements	• I can say what personal information is, to include but not limited to: My address, My phone numbers, My email addresses, What school I go to, My sibling's name, My birthday, My passwords, Photos of myself • I know how to keep my personal information private. • I can think of sensible online safety rules to keep me safe. • I can say what our school online safety rules are and follow them. • I know how to behave appropriately online. • I know how to manage my friendships when I use IT and what to do when things go wrong. • I know what to do if things go wrong on the computer and who to go to for help. • I know what to do if I have concerns about something on the internet and who to go to for help. • I can say what the age ratings on computer games mean. • I can say what the age ratings on films mean. • I know that you should ask permission before taking someone's photo. • I know that I should ask permission before I use a mobile phone. • I know that spending too much time playing games on a computer is bad for me. • I know that staying up all night playing computer games is bad for me.		