

# Online Safety & Digital Literacy

Schools have a requirement to teach Online Safety to pupils, as stated in the [Keeping Children Safe in Education 2016 guidance](#) from the DfE:

Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), tutorials (in FE colleges) and/or – for maintained schools and colleges – through sex and relationship education (SRE).

Online Safety in the National Curriculum is included in the Computing Programs of Study. However, as stated above, many elements of Online Safety are more appropriately taught in PSHE, SRE or through similar provision.

The Sheffield SEND Computing Scheme of Work 2016 includes the elements of Online Safety that best fit with the content of the Computing Curriculum for pupils working at these levels:

- *Online Friends*
- *Personal Information*
- *Searching for Information Online*
- *Responsible Use of Technology*
- *Online Gaming, Videos & Adverts*

Ideas for discussion and activities are given in the units where relevant, for example *Searching for Information Online* and *Personal Information* appear in Unit 2c. [Photographs](#). Further detail and resources are provided below for further work.

**Please note that this is a minimum that should be taught**, and a broader Online Safety Curriculum should be followed in school. For an example of this, please see the [Sheffield Children's Safeguarding Board Online Safety Curriculum](#). This is a free resource for schools to use, and includes a SEND appendix based on consultations with a range of young people with special educational needs and disabilities attending Special Schools in Sheffield.

As a result of the consultations we discovered that there are 3 distinct groups of young people in terms of their online activity.

- Pupils who do not use the Internet at all for reasons of ability, lack of interest or parental choice. It is important that these children receive the basic messages, particularly if they have the ability to access the Internet in the future.
- Users who are closely supervised. Our research showed that when parents are involved in their children's online lives the degree of supervision is greater than for children of the same age in mainstream settings. This limits the range of apps/websites that they use, but given free choice they would use apps in-line with their peers.
- Heavy, independent users who are largely unsupervised by parents and carers. This group of students tend to use the same apps, websites and games as children of the same age who attend mainstream settings.

It is clear that the conversations with the latter group should be quite different from those with the first two. Therefore some units (e.g. 1a. *What is a Computer?* 4a. *We control technology*) signpost opportunities for teachers to talk to pupils about their use of technology at home, to better inform future Online Safety discussions.

Online Safety messages are of limited relevance for pupils working below P7, and aren't included in the Purple units. However work with parents and carers of these pupils would be beneficial, to educate about passive or accidental viewing of inappropriate content online.

### Sheffield SEND Computing Scheme of Work Online Safety Content:

Online Friends
<b>Key Information:</b>
<ul style="list-style-type: none"> <li>• What makes a good friend?</li> <li>• The qualities of a friend are the same on and offline.</li> <li>• People's feelings can be very hurt by things we say online because we can't see their faces</li> <li>• How do we know who we are talking to online?</li> <li>• We should never meet an online friend without an adult. An online friend we have never met is a stranger.</li> </ul>
<b>Suggested Activities:</b>
<ul style="list-style-type: none"> <li>✓ Create a collage of pictures that represent what a good friend means to you.</li> <li>✓ Record some feedback for a piece of work by a peer – discuss two stars and a wish type feedback: i.e. constructive, non-personal. You could use YaKit Kids app, Voki or similar, or use a recordable button or peg and attach it to the work.</li> </ul>
RESOURCES
<p><a href="#">DigiDuck's Big Decision – DigiDuck learns about being a good friend</a>  <a href="#">Adventures of Kara, Winston and the SMART Crew</a> – Childnet resources. See Chapter 4: Who should you tell? and Chapter 5: Be careful when meeting up.  <a href="#">ThinkUKnow</a> – Lee and Kim cartoon and Activity 1a – importance of politeness and courtesy online and off  <a href="#">SWGfL Digital Literacy Curriculum</a> – Try Lesson 3: Screen out the Mean in Year 2 and Lesson 4: Show Respect Online in Year 4.  <a href="#">Magda and Mo: Critter and the Space Kangaroo</a> – eBook about meeting someone online  <a href="#">Magda and Mo: Animishmash and the Cyber-Bullfrog</a> – eBook about cyber-bullying  <a href="#">Who are you talking to online?</a> – Scratch activity to prompt pupils to question who they are actually talking to online  <a href="http://www.voki.com">www.voki.com</a> – record feedback</p>

## Personal Information

### Key Information:

- Our personal Information is what makes us special and allows us to be identified or found amongst other people.
- Our name, address, telephone number, mobile number, school, pictures of us and our passwords are our personal information.
- We only share this information with good friends and people who look after us.
- People we don't know well should not ask us for our personal information so if we are asked we should tell an adult.

### Suggested Activities:

- ✓ Take photos and label with name for pegs or drawers in school. Make an online version, using a nickname and avatar – see Resources for suggested sites.
- ✓ Create a digital or real shop window about you/your class – what information would you include? What would you leave out? (see SWGfL Lesson 3: Keep It Private).
- ✓ Create a talking avatar using Voki, Tellagami, YaKit Kids or similar. Introduce yourself – what information will you include? What information should you leave out?
- ✓ Use [www.dinopass.com](http://www.dinopass.com) to investigate what makes a good password. Create a poster about passwords.
- ✓ [Posting an Image Online](#) activity: emphasises how you can lose control of a photograph once it's posted online.

## RESOURCES

[Adventures of Kara, Winston and the SMART Crew](#) – Childnet resources. See Chapter 3: What should you keep safe?

[ThinkUKnow](#) – Hector's World Episode 1; Lee and Kim Activity 2a: Keeping Safe Game

[SWGfL Digital Literacy Curriculum](#) – Try Lesson 3: Keep It Private in FS/Y1 and Lesson 1: Powerful Passwords in Y3.

[DinoPass](#) – generates random passwords for children

[Netsmartz Password Rap](#)

### Avatar makers:

<http://avatarmaker.com/> - create a simple avatar

[http://marvel.com/games/play/31/create\\_your\\_own\\_superhero](http://marvel.com/games/play/31/create_your_own_superhero) - create your own superhero avatar

<http://www.buildyourwildself.com/> - create a version of yourself with animal parts

[www.voki.com](http://www.voki.com) – create a talking avatar

## Searching for Information Online

### Key Information:

- The Internet and World Wide Web is a great place to find and share information, however not all information you find on there is reliable – anyone can put information on the World Wide Web.
- We use Search Engines to search for information using key words.
- Images, videos and music online belong to the person who created them; you need permission to use them in your own work.
- Some images and videos you see online are inappropriate or upsetting. It is important to tell an adult at school or home if you see something you don't like or think you shouldn't be seeing.

### Suggested Activities:

- ✓ Create a piece of artwork using a digital tool. Sign your name at the bottom and display in the classroom. Discuss who the artwork belongs to, and how pupils would feel if someone copied or stole it.
- ✓ Practise searching for information using different Search Engines – how are the results different? Experiment with one keyword and phrases to get the best result. Create an online treasure hunt.
- ✓ The most able pupils can change elements of a webpage using [Mozilla Goggles](#), e.g. change headlines on the BBC website, or add their own photo. Discuss how not everything we see is reliable.
- ✓ Visit <http://zapatopi.net/treeoctopus/> and discuss the content. Is it true? How can you check? (Contains lots of text, pupils may need support). Design your own website front page (could be done in PowerPoint, or Pic Collage) with unreliable content.

## RESOURCES

[Adventures of Kara, Winston and the SMART Crew](#) – Childnet resources. See Chapter 2: Reliable and Chapter 4: Tell

[ThinkUKnow](#) – Hector's World Episode 3 and 5

[SWGfL Digital Literacy Curriculum](#) – Try Lesson 2: A-B-C Searching in FS/Y1, and Lesson 5: My Creative Work. In Year 2 try Lesson 1: Staying Safe Online, Lesson 4: Using Keywords and Lesson 5: Sites I Like.

[Smartie the Penguin](#) – Lessons about telling an adult when unsure about something online

[Magda and Mo: The Pirate's Donut](#) – eBook about searching online and asking permission

[Mozilla Goggles](#) – Edit and change content on a webpage

[Tree Octopus Website](#) – To help teach about reliable content on the web

## Responsible Use of Technology

### Key Information:

- We need sensible rules at home and school so we can have fun but keep safe and happy online.
- Technology use should be one part of a balanced diet of activities; too much screen time is unhealthy.

### Suggested Activities:

- ✓ Create an Acceptable Use Policy for the class using images and text to illustrate the rules, or using symbol writing software such as Communicate: in Print. It is more valuable if the pupils have had input into writing the rules, rather than having them imposed upon them.
- ✓ Create a collage of the pupil's favourite websites and online games.
- ✓ Create a podcast or poster about a range of school clubs, both online and off.

### RESOURCES

[SWGfL Digital Literacy Curriculum](#) – Try Lesson 1: Going Places Safely in FS/Year1  
[Example of Acceptable Use Policy](#) – Created with Communicate: in Print  
[Example of pictorial Acceptable Use Policy](#) – Ask pupils to come up with their own rules

## Online Gaming, Videos & Adverts

### Key Information:

- Games, videos and sites have an age rating and we should only play on games, watch videos or visit sites which are suitable for our age.
- Some digital content can be harmful. If you don't know where something has come from, don't click on it or open it.
- Adverts can lead to harmful or upsetting material. Offers are always too good to be true.

### Suggested Activities:

- ✓ Ask pupils to add a PEGI rating to any animation, film or game they make.
- ✓ Create your own adverts in a poster app or software, making outrageous claims.

### RESOURCES

[PEGI Age Rating website](#)  
[Adventures of Kara, Winston and the SMART Crew](#) – Childnet resources. See Chapter 1: What should you accept?