

# **Solihull e-Safety Curriculum**

Suggested curriculum content for teaching e-safety in Solihull schools

Developed by Solihull SUITE team, October 2009

## Solihull e-Safety Curriculum

There has been an increasing focus on e-safety recently and the Byron report has drawn attention to the need for all children and young people to be given the skills and knowledge they need to keep themselves safe when using new technology. Many parents and carers currently feel unable to do this adequately, often because they feel they lack the necessary information and technical skills. E-safety also forms part of the safeguarding arrangements that schools should have in place to protect the children and young people in their care. Schools have a duty, therefore, to teach e-safety to all pupils.

### **1. Why do we need to teach e-safety?**

- To develop responsibility in children and young people's use of the Internet.
- To help children and young people develop the skills to use information wisely and well.
- To help children and young people avoid embarrassment or humiliation.
- To keep children and young people safe from predatory adults.
- To help children and young people avoid physical danger.
- To help children and young people avoid becoming victims of crimes such as identity theft and fraud.
- To help children and young people avoid harmful behaviours such as obsessive use of the Internet or digital games.

Children and young people are often capable of using safe strategies, but we need to be sure that they know what to do to stay safe online. Many young people have the technical skills to deal with e-safety but they sometimes lack the wisdom to know when there is danger or how to deal with difficult situations. Adults (teachers and parents and carers) are sometimes over-cautious or over-protective in their responses to these dangers. The Byron review highlights the need to help children and young people tackle these issues rather than keep them protected from them and therefore prevent them learning how to deal with issues that arise.

### **2. What should be taught?**

E-safety is a broad description covering a range of aspects including

- contact issues that come about because of the communication possibilities the Internet provides,
- legal issues such as those relating to copyright,
- information literacy to support children and young people in spotting bias and judging the accuracy of information and
- commercial understanding to prevent them becoming the victims of dubious or even criminal commercial practices.

The term e-safety therefore covers a broad range of aspects including physical safety, legal aspects such as copyright and technical issues such as filtering.

### 3. When and how should e-safety be taught?

Most teaching of e-safety will probably be through PSHE, ICT, Citizenship and literacy. The Secondary National Strategy has provided e-safety activities and resources for secondary schools and e-Safety aspects have been built into the Solihull scheme of work for primary ICT. These activities, alongside activities in the PSHE curriculum and in other subjects, provide the means of delivering the e-safety curriculum. Teachers will also use opportunities throughout the curriculum to reinforce safe Internet use and to deal with issues such as evaluating information.

Teaching e-safety should be progressive. Young children will need much more supervision and guidance and more protection than older children. Responsibility - and with it the freedom to explore- should increase with improving knowledge and skills.

For many schools the teaching of e-safety has at its heart the Acceptable Use Policy for the Internet, which should be displayed everywhere there is an Internet connection. Acceptable Use Policies outline safe and responsible behaviour online and should be reinforced through many subjects and on a frequent basis, particularly on occasions when pupils use the Internet.

The PSHE curriculum will include aspects relating to bullying using technologies such as mobile phones, social networking sites etc. Schools will have been delivering these aspects for some time, and most schools will have successfully dealt with real incidents involving e-safety.

Many safety issues in schools rely on a partnership between parents/carers and teachers. Schools should encourage parents and carers to be actively involved in helping their children to stay safe at home as well as at school. Schools are deemed to have responsibility for working with parents and carers to deal with incidents of bullying using new technologies that happen outside school, where those incidents involve two or more pupils from the same school. The introduction of an e-safety curriculum provides an opportunity to talk to parents and carers and to develop a working partnership with them on e-safety matters. Parents and carers could be pointed in the direction of e-safety information on the Internet and/or invited to e-safety events at school

The development of the Solihull Extranet, and the implementation of Learning Platforms currently being implemented across the Borough, provide opportunities to teach e-safety because they includes safe social networking internal to the school. These technologies allow schools to enhance the teaching of safe behaviours when using chat, blogs and discussion forums.

*There is a balance to be struck, particularly with young children, between encouraging the safe use of ICT and making children fearful. The aim is not to discourage use of ICT but to give children the experience, skills and knowledge to use it sensibly and safely. The Internet is a powerful and exciting tool and, used with safety guidelines in place, provides many benefits to children and young people.*

## e-Safety for the Early Years and Foundation Stage

In the Early Years and Foundation Stage children experience the Internet with close adult supervision to play games and look at pictures. They use simulations of activities and situations and talk about what is real and what is imaginary. They learn to ask an adult for support straight away if they come across anything on the Internet they think is unsuitable or that distresses them. They begin to use communication tools under close adult supervision and with adult assistance and learn about different ways of communicating with others. They use “technology” in role play, learning about the place of technology in the World and some of the safety risks associated with technology. They help each other in their use of technology, taking turns and sharing.

	<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Responsibilities</b>	<b>Some suggested activities</b>
<b>EYFS</b>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify people who can help when using ICT and seek their help when appropriate.</li> <li>▪ Understand that ICT can be used for fun, for learning and for communicating with others.</li> <li>▪ Understand that some technologies should only be used when adults are present.</li> <li>▪ Understand that the school Extranet/learning platform is a safe place to share pictures and messages but that other places may not be safe.</li> <li>▪ Understand that they can use technology to share information.</li> </ul>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>▪ Recognise the difference between real and imaginary experiences.</li> <li>▪ Recognise that some choices might be right and others wrong.</li> <li>▪ With support, use simple passwords to access ICT.</li> </ul>	<p>Children should</p> <ul style="list-style-type: none"> <li>▪ Share equipment and take turns.</li> <li>▪ Follow school and family guidelines that promote responsible use of ICT.</li> </ul>	<p>Teachers provide opportunities for children to:</p> <ul style="list-style-type: none"> <li>▪ Share learning with families online.</li> <li>▪ Se ICT toys for indoor and outdoor play that mimic technology in real life.</li> <li>▪ Explore onscreen activities that mimic real life.</li> <li>▪ Talk about the differences between real and imaginary experiences.</li> <li>▪ Talk about appropriate behaviour when using various ICT equipment.</li> <li>▪ Understand who will help them if they are worried or frightened when using ICT equipment.</li> <li>▪ Use ICT equipment or networks/Extranet with adult support to send positive messages to other class members.</li> </ul>

## e-Safety for Key Stage 1

In Key Stage 1 children develop an understanding of different means of communication and learn that they must know the person they are communicating with, unless an adult has agreed the communication is safe (e.g. a request for information to a specific museum). They begin to learn about the Internet and they use websites under supervision to look for information and to play games, particularly games for learning. They know that the Internet has advertising on some websites. They use passwords to access some ICT at school and learn that they need to keep passwords private. They know that they cannot always copy things they find on the Internet because they belong to other people. They know how to act if they find an unsuitable website. They treat other people, and other people's work, with respect when working and communicating with ICT

	<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Responsibilities</b>	<b>Possible activities</b>
<b>KS1</b>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>▪ Recognise the need to know who it is they are sharing their learning with online.</li> <li>▪ Understand the difference between different methods of communication (e.g. email, online forums).</li> <li>▪ Know the difference between email and communication systems such as blogs, discussion forums and wikis.</li> <li>▪ Know that websites sometimes include pop-ups that take them away from the main site and that these may be advertising.</li> <li>▪ Know that bookmarking is a way to find safe sites again quickly.</li> <li>▪ Begin to evaluate websites and know that not everything on the Internet is true.</li> <li>▪ Know that sometimes pictures and words on the Internet cannot be copied because they belong to somebody (copyright).</li> </ul>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>▪ Know what to do if they find something inappropriate online (including identifying people who can help).</li> <li>▪ Use the Internet for fun learning and communicating with others, supervised by a responsible adult and making choices when navigating through sites.</li> <li>▪ Send and receive email as a class or under close supervision from a responsible adult.</li> <li>▪ Recognise advertising on websites and learn to ignore it.</li> <li>▪ Use a password to access the school network or other account.</li> </ul>	<p>Children should:</p> <ul style="list-style-type: none"> <li>▪ Understand that they need to keep their passwords private, except from a trusted adult.</li> <li>▪ Respect the work of others which is stored on a shared drive of a network or presented online.</li> <li>▪ Treat people politely online.</li> </ul>	<p>Teachers provide opportunities for children to:</p> <ul style="list-style-type: none"> <li>▪ Practice minimising a screen or switching off the monitor if they encounter a problem on a website.</li> <li>▪ Learn how to return to the home page of a website.</li> <li>▪ Use (and sometimes create) a password to access files or websites.</li> <li>▪ Talk about the importance of remembering their passwords and keeping them private.</li> <li>▪ Use online tools to work collaboratively on simple tasks with their peers.</li> <li>▪ Draw up a list of people who can be accessed for help if they access something that makes them feel uncomfortable.</li> <li>▪ Search for specific key words using a use a teacher-selected website or CD-ROM</li> <li>▪ Navigate websites and discuss the content.</li> <li>▪ Send and receive emails within safe systems.</li> </ul>

## e-Safety for Early Key Stage 2

In years 3 and 4 children develop more independence in their use of the Internet, carrying out searches for information within websites and using child-friendly search engines. They begin to assess the information they find on the Internet for its fitness for purpose and its accuracy. They discuss the use of communication tools, what it may be unsafe to reveal when using these tools and when the use of a nickname provides for greater safety online. Children's management of email is extended to develop an awareness of spam and the risks involved in opening attachments. They know that work and other material on the Internet may be copyrighted and that they should acknowledge the sources of information they use in reports or presentations. They understand that new technologies may be used inappropriately by others, including their peers, and they know what to do if this happens to them or to others.

	<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Responsibilities</b>	<b>Possible activities</b>
<b>Y3/4</b>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the need for rules to keep them safe when exchanging learning and ideas online.</li> <li>▪ Recognise that information on websites may not be accurate or reliable and may be used for bias, manipulation or persuasion.</li> <li>▪ Understand that the Internet contains fact, fiction and opinion and begin to distinguish between them.</li> <li>▪ Understand the need to keep personal information and passwords private.</li> <li>▪ Understand that if they make their personal information available online it may be seen and used by others.</li> </ul>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify risks and rewards of using the Internet and use safe practices which help maintain both personal safety, and the safety of equipment .</li> <li>▪ Contribute to and use basic guidelines and practices that promote e-safety and socially healthy use of ICT.</li> <li>▪ Recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are new and 'unique'.</li> <li>▪ Begin to identify when emails should not be opened and when an attachment may not be safe.</li> <li>▪ Understand the need to develop an alias for some public online use.</li> </ul>	<p>Children should:</p> <ul style="list-style-type: none"> <li>▪ Respect the ideas and communications of others in work which is presented in an electronic format .</li> <li>▪ Recognise the effect their writing or images might have on others (including bullying) and act accordingly.</li> </ul>	<p>Teachers provide opportunities for children to:</p> <ul style="list-style-type: none"> <li>▪ use the Internet for research and to gather information in the form of text and images.</li> <li>▪ Discuss when the Internet is useful and when it should be used with caution.</li> <li>▪ Use on-line tools to collaborate and exchange information with others within and beyond their school.</li> <li>▪ Design a nickname for use online and discuss whether it is ok to share this information with classmates.</li> <li>▪ Discuss the use of communication tools e.g. forums, instant messaging, e-mail.</li> </ul>

## e-Safety for Later Key Stage 2

In years 5 and 6 children develop a greater understanding of the potential risks involved in using on-line communications tools and they develop skills to help them manage those risks. They begin to select appropriate collaboration tools for their learning and they use them responsibly. They create and use strong passwords. They have more independence in using the Internet and begin to refine their skills of assessing information and to look at bias and commercial interests as well as accuracy. They take more responsibility for their own safety and wellbeing and that of others when using the Internet and on-line communications tools, recognising their own right and that of others to be treated with respect and courtesy online.

	<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Responsibilities</b>	<b>Possible activities</b>
<b>Y5/6</b>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>▪ Explore and discuss both positive and negative impacts of the use of ICT in their own lives and those of their peers and family.</li> <li>▪ Understand the potential risks of providing personal information online.</li> <li>▪ Recognise reasons why people might publish content that is not accurate and understand the need for critical evaluation of web sites.</li> <li>▪ Understand that some websites and/or pop-ups have commercial interests that may affect the way information is presented.</li> <li>▪ Recognise the potential risks of using Internet communication tools and understand how to minimise those risks (including scams and phishing).</li> <li>▪ Understand that some material on the Internet is copyrighted and may not be copied or downloaded.</li> </ul>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>▪ Access and use information to identify e-safety risks to themselves or equipment, and make safe choices when using ICT.</li> <li>▪ Research current e-safety guidelines and practices which are relevant to their own use of ICT and take action to promote e-safety to their peers and family.</li> <li>▪ Use the Internet in ways which minimize risks, e.g. responsible use of chat rooms and discussion forums, safe use of webcams.</li> <li>▪ Select an appropriate tool to undertake activities which provide opportunities to collaborate and communicate safely with others within and beyond their school.</li> <li>▪ Create strong passwords and manage them so they remain strong.</li> </ul>	<p>Children should:</p> <ul style="list-style-type: none"> <li>▪ Evaluate their own use of websites and how they present themselves online.</li> <li>▪ Recognise their own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users in the same way.</li> </ul>	<p>Teachers provide opportunities for children to:</p> <ul style="list-style-type: none"> <li>▪ Discuss the possible consequences of sharing personal details online and how to respond when asked for those details.</li> <li>▪ Discuss the consequences of trusting information and people on the internet.</li> <li>▪ Explore issues linked to copyright and plagiarism.</li> <li>▪ Use, and begin to evaluate, on-line tools to exchange information and collaborate with others within and beyond their school.</li> <li>▪ Identify and evaluate differences in information from a variety of sources, considering its plausibility and developing strategies to make judgements on the sources used.</li> <li>▪ Evaluate web sites and describe the possible impact of published content on an audience e.g. The use of advertising and how sites might be designed to persuade and influence.</li> </ul>

## e-Safety for Key Stage 3

In Key Stage 3 young people should develop the skills and understanding to become independent users of the Internet and of communications tools. They should know how to protect their personal information and identities and should take responsibility for protecting themselves appropriately online. Their selection of information should demonstrate an understanding of bias and misinformation and they should be able to process information and communicate it in an appropriate style. They should develop a greater technical understanding of basic e-safety procedures such as firewalls and anti-virus software and of the issues involved in on-line commercial activities. They should be aware of the moral and legal issues around copyright and plagiarism. They should take full responsibility for their online behaviour towards others.

	<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Responsibilities</b>	<b>Possible activities</b>
<b>KS3</b>	<p>Young people should be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the safety issues related to communication tools including mobile phones, emails, instant messaging and social networking tools.</li> <li>▪ Understand the potential dangers of using the Internet to communicate with people they do not know.</li> <li>▪ Understand potential for misuse of personal data and the need to keep personal information private and to protect on-line identities and passwords.</li> <li>▪ Understand some of the technical issues involved in efficient electronic communications, for example the need to protect wireless networks and to install firewalls and virus software.</li> <li>▪ Know about some of the basic legal issues of using the internet, e.g. copyright and intellectual property legislation, the Computer Misuse Act (relating to hacking and unauthorised access to computing facilities), and data protection issues.</li> <li>▪ Know the potential risks in shopping online and how to minimise them.</li> <li>▪ Understand some of the health and safety issues involved in excessive use of computer games.</li> </ul>	<p>Young people should be able to:</p> <ul style="list-style-type: none"> <li>▪ Use safe search methods, including selecting appropriate search engines.</li> <li>▪ Critically evaluate materials found online, identify the purpose of online information sources and judge whether they are likely to be biased, misleading or inaccurate.</li> <li>▪ Take steps to protect their personal safety and that of others when using communications tools.</li> <li>▪ Protect their personal information and that of others, and be aware of issues such as identity theft and online fraud.</li> <li>▪ Use appropriate writing conventions, such as language, brevity and tone, for electronic communications.</li> </ul>	<p>Young people should:</p> <ul style="list-style-type: none"> <li>▪ Recognise their own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users and act accordingly.</li> <li>▪ Recognise that technologies such as mobile phones and social networking sites can be used for bullying, understand the impact that bullying can have in victims and act to avoid and prevent bullying.</li> <li>▪ Understand their own right to privacy and the rights of others and act to protect themselves and others by not disclosing information when using the internet.</li> <li>▪ Use ICT with integrity in relation to copyright and plagiarism.</li> </ul>	<p>Teachers could provide opportunities for young people to:</p> <ul style="list-style-type: none"> <li>▪ Compare actual e-safety practices within peer groups with potential risks, and use this information to promote e-safety within school.</li> <li>▪ Run a peer group e-safety survey and publish a report online.</li> <li>▪ Conduct an 'audit' of ict equipment at home or school scoring against basic security steps.</li> <li>▪ Analyse media reports of e-safety incidents involving young people and write alternative outcomes based on adherence to the principles of good citizenship.</li> <li>▪ Examine the effects of copyright theft from the position of copyright holders.</li> <li>▪ Discuss how online profiles can create an inaccurate picture of an individual.</li> <li>▪ Debate issues of online plagiarism.</li> <li>▪ Invite a representative from a mobile phone company to discuss contractual obligations when subscribing to a network.</li> <li>▪ Discuss age verification requirements on computer games.</li> </ul>



## e-Safety for Key Stage 4

In Key Stage 4 young people consolidate their skills and understanding of e-safety matters and prepare themselves for taking full responsibility for their online safety in the future. By the end of the key stage they should be able to manage their online activities so as to minimise risks to themselves and others. They should be aware of organisations they can turn to for help in staying safe online. They should be able to assess information for bias and accuracy and to select and process appropriate information from a range of sources. They should be aware of the moral and legal implications of their activities.

	<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Responsibilities</b>	<b>Possible activities</b>
<b>KS4</b>	<p>Young people should be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the potential legal consequences of their activities on the Internet and be aware of the relevant legislation, e.g. copyright and intellectual property law in terms of plagiarism of coursework or downloading music files from illegal file-sharing networks.</li> <li>▪ Know about the commercial implications of using the internet, and of related risks, including online fraud or 'phishing' scams.</li> <li>▪ Understand the immediacy and permanency of any communications they make using ICT, and the importance of protecting their personal information and that of others.</li> <li>▪ Understand the role of the internet in providing a free voice to anyone wanting to publish materials and the possibility of encountering inappropriate content on the internet which may be biased or contain extreme political or social views.</li> <li>▪ Know the appropriate behaviours to adopt if they encounter illegal or extremist material.</li> <li>▪ Develop an awareness of the many organisations which exist to minimise the amount of offending and illegal content on the internet.</li> </ul>	<p>Young people should be able to:</p> <ul style="list-style-type: none"> <li>▪ Use safe search methods, including selecting appropriate search engines.</li> <li>▪ Critically evaluate materials found online and identify the purpose of online information sources and whether they are likely to be biased, misleading or inaccurate.</li> <li>▪ Take steps to protect their personal safety and that of others when using communications tools.</li> <li>▪ Protect their personal information and that of others, and be aware of issues such as identity theft and online fraud.</li> <li>▪ Use appropriate writing conventions, such as language, brevity and tone, for electronic communications.</li> <li>▪ Critically evaluate any new technology they encounter in terms of potential risks to their personal safety.</li> </ul>	<p>Young people should:</p> <ul style="list-style-type: none"> <li>▪ Recognise their own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users and act accordingly.</li> <li>▪ Recognise that technologies such as mobile phones and social networking sites can be used for bullying, understand the impact that bullying can have in victims and act to avoid and prevent bullying.</li> <li>▪ Understand their own right to privacy and the rights of others and act to protect themselves and others by not disclosing information when using the internet.</li> <li>▪ Use ICT with integrity in relation to copyright and plagiarism.</li> </ul>	<p>Teachers could provide opportunities for young people to:</p> <ul style="list-style-type: none"> <li>▪ Conduct research which compares and evaluates e-safety guidelines from a range of sources and follow up with suggestions for any found inadequate.</li> <li>▪ Debate issues such as the use of mobile phones in school, downloading music illegally or age limits in social networking sites.</li> <li>▪ Research the financial risks in commercial transactions on the Internet and draw up a set of safety guidelines for young people.</li> <li>▪ Examine how technology organisations gain the trust of individuals through devices such as branding and advertising.</li> <li>▪ Debate the issues around the lack of censorship on the Internet and the advantages and consequences this has.</li> <li>▪ Develop a set of e-safety questions to ask when a new communication device comes onto the market.</li> </ul>

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Becta, in particular the Signposts to Safety documents.

<http://publications.becta.org.uk/display.cfm?resID=32422>

<http://publications.becta.org.uk/display.cfm?resID=32424>

West Midlands Regional Broadband Network (WMNet)

<http://www.wmnet.org.uk/21.cfm?zs=n>

The London Grid for Learning (LGfL)

<http://www.lgfl.net/lgfl/sections/safety/esafety/menu/>

Kent County Council

<http://www.kented.org.uk/ngfl/ict/safety.htm>

Netsafe New Zealand

<http://www.cybersafety.org.nz/kit/index.html>

Somerset e-sense progression

<http://www.six.somerset.gov.uk/curriculum/content.asp?did=25641>