

innovation curriculum

Computing Scheme of Work



(e) Safeguarding Strand

KS1 National curriculum links: 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.		
Year Group	Outcome	Description
<u>Year 1</u>	<p>ES1 Identify trusted adults and ensure a trusted adult knows what they are doing online and inform them if online content makes them feel sad, scared or confused.</p> <p>ES2 Behave in a kind and considerate way to others in the real and virtual world.</p> <p>ES3 Understand that the internet is fun but just like there are rules in the real world to keep you safe there are rules for keeping them safe in the online world.</p>	<p>Be able to identify safe behaviours in their day to day world such as not talking to or meeting strangers and how this applies in the online world. Understand what constitutes a trusted adult and identify the trusted adults in their lives and how they help to make sure they are safe and secure Discuss the activities they do online, the content they have come across and how they shared this with their trusted adult. Understand that they should only go online or play games that are approved by trusted adults and that if they come across something upsetting to tell a trusted adult immediately. What systems exist in the home to ensure trusted adults know what their children are doing?</p> <p>Discuss how they behave towards and with others in school and at home and discuss the benefits of positive behaviour. Understand these positive behaviours should be applied with regard to virtual world interactions. Identify the activities, content and games they are accessing in school / home and demonstrate or talk about how they would do so safely and politely.</p> <p>Identify and discuss some of the basic rules that keep them safe in the real world and why they are important. Discuss and share some basic rules for ensuring they stay safe online</p>
<u>Year 2</u>	<p>ES4 Know login details and passwords should only be shared with trusted adults.</p> <p>ES5 Understand that they can be connected to many people in their life (real life and online).</p> <p>ES6 Be polite and respectful when communicating & playing games online.</p>	<p>Reinforce objective ES1.</p> <p>Discuss what a login is and why they often have a password. Why is it important to use logins and passwords? Discuss the need to protect the content they are creating or accessing from others and that to do this they need a secure password that can only be shared with a trusted adult. What might happen if somebody else has their login details?</p> <p>Understand that when they are playing games or online the characters they are interacting with could be computer generated characters or real people in other parts of the world and they should be able to identify if they are real or fictitious. Play some online games and ask the children to identify if the characters are real people or computer generated, can they always tell?</p> <p>Identify appropriate online communication that is polite and respectful. Understand that just because they cannot see the person</p>

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	<p>ES7 Talk to a trusted adult before sharing information about themselves online.</p> <p>ES8 Know that some of the people they interact with online may not be who they say they are.</p>	<p>they are communicating with it doesn't mean that they should communicate differently. The person will still be hurt or upset by things you say or do online that are unpleasant.</p> <p>Begin to understand the idea of personal information and that this includes their full name, address, school name, phone number and date of birth and why using a nickname is a safer way to interact online. Know to talk to a trusted adult before submitting or sharing their full name, address, school name, phone number and date of birth online. Ensure a trusted adult is aware of who they are interacting with online and has approved the interactions because some people online may not be who they say they are.</p> <p>Talk to the children about what they do online and who they communicate with, do they know them in the real world? How can you be sure the people online are who they say they are or appear to be? Reinforce the fact that children should have the approval of a trusted adult before interacting or communication with others online and to tell a trusted adult if others are communicating / interacting with them in an unpleasant manner.</p>
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KS2 National curriculum links: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Year Group	Outcome	Description
<p><u>Year 3</u></p>	<p>ES9 Identify the dangers of clicking links they receive when using technology.</p> <p>ES10 Identify personal information about themselves and others.</p> <p>ES11 Explain the possible consequences of sharing personal information online.</p> <p>ES12 Know that bullying through the use of</p>	<p>Reinforce objective ES1.</p> <p>Understand what a hyperlink is and what they look like. Why do we send them and what are they used for? Know to get a trusted adult's approval before clicking links, pop ups and attachments that they may come across online and in games and be aware of some of the consequences of clicking such links.</p> <p>Be able to identify / classify personal information about themselves, their friends and others and comment on the types of information they can find about people in the newspapers and online.</p> <p>Be able to identify a range of personal information and justify who they might safely share it with in discussion with a trusted adult. Understand that sharing personal information is dependent on who they share it with. Understand that sharing personal information with people they do not know or trust (through games and other online activity) could lead to strangers trying to meet up with them or communication they find upsetting or confusing. Children should know to report such communication to a trusted adult immediately.</p> <p>Discuss examples of bullying and how to respond to it in the real world. Identify some acceptable and unacceptable ways to</p>

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	<p>technology is called cyberbullying and how to report it.</p> <p>ES13 Understand that not all information you access online is accurate or reliable.</p>	<p>communicate / interact with others in the real world. Discuss the various technologies they use to communicate / interact with each other and how they can be used to communicate in a positive manner. Understand the term cyberbullying and be able to explain what to do if they or a friend is cyberbullied.</p> <p>Know not to believe or accept everything they see online as correct or truthful and know to check this with a second site or only use sites recommended by trusted adults. What examples of inaccurate material can they find and how do they know it is inaccurate?</p>
<p>Year 4</p>	<p>ES14 Identify age limits and PEGI ratings for games and understand the importance of only accessing age appropriate content.</p> <p>ES15 Explain the possible consequences of submitting personal information online.</p> <p>ES16 Ensure information submitted online is only accessed by the people they trust.</p> <p>ES17 Identify the similarities and differences of virtual and real world communication to develop an understanding of positive online communication.</p> <p>ES18 Use strong passwords for all online accounts and devices.</p>	<p>Reinforce objective ES1.</p> <p>Understand the PEGI system and be able to describe the icons for the ratings. Be able to classify some of the games they play and explain why they are or are not appropriate for a given age group. Discuss the importance of talking to their parents about their games so that they can help them choose appropriate games to play.</p> <p>Understand that many websites ask for personal information to set up an account and why this is often age restricted to 13. Know not to enter personal information online without the help of a trusted adult and question why the site needs their information and what they will do with it. Possibly look at some simple T&Cs to raise awareness that such documentation is available to explain how data is and that parents need to do this. Describe some of the reasons this information might be shared and the problems it might cause.</p> <p>What information have you submitted or shared online, this includes information shared through games, any social media (could be a school blog), texts, email etc. Who can see this information? Share and discuss ways that this information is only accessed by the people you want to access it? Can you guarantee this?</p> <p>Identify the similarities and differences between written and verbal communication and understand that sometimes these can be misinterpreted. Understand the concept of 'Netiquette' and how other online users can make positive and negative judgements about a person based solely on our online interactions. Describe and share ways our online interactions can ensure that we create a positive online persona.</p> <p>Understand what constitutes a strong password and discuss strategies for creating strong personal passwords that are easy to remember. Describe the reasons to set passcodes / passwords for all devices and the implications of leaving these devices unlocked when not in use.</p>
<p>Year 5</p>	<p>ES19 Understand the terms plagiarism and copyright and be aware of the implications of copying and sharing content without permission.</p>	<p>Know what plagiarism / copyright are and understand people often plagiarise without thinking by cutting and pasting. Understand the legal and moral reasons not to plagiarise or infringe copyright, the impact it can have on the creator of the content and know legal download sites for video and music. Understand how to simply reference others people's work you have permission to use and know how to search for copyright free content.</p>

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	<p>ES20 Use blocking / unsubscribing / reporting mechanisms appropriately.</p> <p>ES21 Control who they interact with online and the information they share.</p> <p>ES22 Describe the causes and consequences of cyberbullying and discuss behaviours and strategies to prevent and stop cyberbullying.</p>	<p>Children should know how to report or block users within games, apps and websites they access where online content / interactions are unsolicited or make you feel sad, scared, threatened or confused. Children should know how they can unsubscribe and block emails they do not wish to receive. They should know how to make reports to external agencies including CEOP and ChildLine in conjunction with a trusted adult.</p> <p>Discuss that the information that is shared online can be stored and shared with others and is almost impossible to remove. Children should be able to differentiate between online only 'friends' and real world friends they connect to online. Children should know not share personal information with people they do not know in the real world and be aware that even if they share it with trusted people it could still be shared wider than they had planned / anticipated. Know how to configure appropriate security settings including accepting and blocking 'friends' and ensure their parents are aware of all the online friends they are interacting with.</p> <p>Understand how technology can be misused to cyberbully and the short and long-term consequences this can have on the victims. Outline strategies and behaviours they can embrace to ensure they are not involved in cyberbullying and how to report cyberbullying incidents using real world and online reporting mechanisms.</p>
<p>Year 6</p>	<p>ES23 Explain the importance of a balanced lifestyle with respect to technology use.</p> <p>ES24 Explain the importance of a positive 'digital footprint'.</p> <p>ES25 Appropriately configured and secure all devices used to access personal data.</p>	<p>Understand the concept of a balanced lifestyle and be aware of the amount of time they are spending in front of a screen and the impact this may have on their physical and mental health. Describe non-screen activities they can engage in to ensure they have a balanced lifestyle. Understand what addiction is and where to go for help to deal with addiction to technologies and content.</p> <p>Understand that any information about them shared online by themselves and others could be accessed by anybody in years to come and that this 'trail' of digital information creates a 'digital footprint' about them. Identify all the different sources and types of information that might already be online about themselves and what control they have over this information. Describe positive and negative implications of anybody accessing their 'digital footprint' now and in the future. Describe what steps they can take to creating a 'positive online image' including defining acceptable and unacceptable online behaviour and the benefits this will have to them now and in the future.</p> <p>Understand that to remain safe and secure online you need to ensure the devices you use to connect online are suitably secure and that you are using a secure connection including games consoles, tablets and mobile phones. Ensure you have approval from a trusted adult before using a webcam. Understand the terms including antivirus, firewall, security updates, pop up blocker, etc. Create and regularly update</p>

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	<p>ES26 Evaluate whether games, websites and social media are appropriate for specific ages.</p>	<p>strong passwords and do not use the same password for all accounts and devices.</p> <p>Use PEGI ratings and other criteria to identify the (e)Safeguarding issues with regard to a range of games and online content to make informed judgements on the suitability of the content for a given age range. Talk to parents about the online games they are playing so that joint decisions can be made with regard to accessing appropriate online content and games.</p>
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