

NFIS Online Safety Long Term Overview

The delivery of a robust E-safety curriculum is essential in ensuring our pupils are fully prepared for today's technological challenges. This scheme draws upon E-Safety guidance from 'Education for a Connected World'.

It focuses specifically on eight different aspects of online education:



Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.



Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.



Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.



Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.



Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.



Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.



Privacy and security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.



Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

The framework aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change. The objectives promote the development of safe and appropriate long term behaviours, and support schools in shaping the culture within their setting and beyond.

Year R		Self-image and identity	Online relationships	Online bullying	Health, well-being and lifestyle	Privacy and security	Managing on line information
		Online Safety & Outcomes	<ul style="list-style-type: none"> I can recognise that I can say no/please stop/I'll tell/I'll ask to somebody who asks me to do something that makes me feel sad, embarrassed or upset. I can explain how this could be in real life or online. 	<ul style="list-style-type: none"> I can recognise some ways in which the internet can be used to communicate. I can give examples of how I might use technology to communicate with people I know. 	<ul style="list-style-type: none"> I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. 	<ul style="list-style-type: none"> I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples. 	<ul style="list-style-type: none"> I can identify some simple examples of my personal information e.g. name, address, birthday, age and location. I can describe the people I can trust and can share this with; I can explain why I can trust them.
Resources/ Tasks/Activities	<p>Talk about if something makes you feel uncomfortable, or sad (if someone is being unkind, gives you a funny feeling in your tummy) who you should talk to or what you can do. This could be online or in real life</p>	<ul style="list-style-type: none"> Discuss what things can you do on the computer <p>Search for facts play games talk to friends, who live far away (email) take pictures watch videos and songs</p>	<ul style="list-style-type: none"> Smartie the penguin- Powerpoint 1 (slide 23 +) https://www.childnet.com/resources/smartie-the-penguin 	<ul style="list-style-type: none"> Smartie the Penguin- Powerpoint 1 https://www.childnet.com/resources/smartie-the-penguin <p>if something comes up you don't know, if someone you don't know starts talking to you, don't give out your information always talk to mummy/daddy/teachers</p>	<ul style="list-style-type: none"> Talk about personal information and what is personal information <p>- Talk about people you can trust and these are the people you can share information with. Talk about who you should share this information with and why (strangers online)</p>	<ul style="list-style-type: none"> Smartie the penguin- Powerpoint 2 https://www.childnet.com/resources/smartie-the-penguin <p>Not all things you see on the internet true</p>	

Year 1		Self-image and identity	Online relationships	Online bullying	Health, well-being and lifestyle	Privacy and security	Managing on line information
		Online Safety & Outcomes	<ul style="list-style-type: none"> • I can recognise that there may be people online who could make me feel sad, embarrassed or upset. • If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I trust. 	<ul style="list-style-type: none"> • I can use the internet with adult support to communicate with people that I know. • I can explain it is important to be considerate and kind to people online. 	<ul style="list-style-type: none"> • I can describe how to behave online in ways that do not upset others and can give examples. 	<ul style="list-style-type: none"> • I can explain rules to keep us safe when we are using technology both in and beyond the home. • I can give examples of some of these rules. 	<ul style="list-style-type: none"> • I can recognise more detailed examples of information that is personal to me e.g. where I live, my families names, where I go to school. • I can explain why I should always ask a trusted adult before I share any information about myself online.
Resources/ Tasks/Activities	https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/ Episode 1	https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/ Episode 2	<p>Talk about how things might upset others (calling names, making up lies about others)</p> <p>Only say things online that you would say to someone's face</p> <p>'Think before you post'</p>	<p>Talk about things to and not to do online</p> <ul style="list-style-type: none"> - Don't click on ads - Put passwords in unless an adult say you can - Don't buy anything without permission - Talk to strangers online even if they seem friendly or helpful - Always ask for help if you aren't sure - Don't give away personal information (passwords) <p>Make a poster with how to stay safe online</p>	https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/ Episode 3	<p>Make a poster of personal information that you should keep safe</p>	<p>Have learners draw carefully around their hand and write the name of a trusted adult on each finger. Can they name 5 different adults who could help, if anything worries or upsets them online?</p>

**Year
2**

Online Safety & Outcomes	Self-image and identity	Online relationships	Online bullying	Health, well-being and lifestyle	Privacy and security	Managing on line information
Resources/ Tasks/Activities	<p>https://www.childnet.com/resources/digiduck-stories/digiducks-famous-friend (Digiducks famous friend)</p> <p>Ask learners to rewrite the story in the form of a comic strip. They could include short captions, and speech bubbles.</p>	<p>https://www.childnet.com/ufiles/Digiduck-Activity-Menu.pdf</p> <p>Email Digiduck pg 21-22</p>	<p>https://www.childnet.com/ufiles/DigiDuck-eBook.pdf (Digiducks Big Decision)</p> <p>Have learners draw carefully around their hand and write the name of a trusted adult on each finger. Can they name 5 different adults who could help, if anything worries or upsets them online?</p>	<p>https://www.childnet.com/ufiles/Digiduck-Activity-Menu.pdf</p> <p>My Life online pg 9-11, fill in tablet of things they can do online and what they like doing on technology</p>	<p>https://www.childnet.com/ufiles/Digiduck-and-the-Magic-Castle.pdf (Digiduck and the magic castle)</p> <p>https://www.childnet.com/ufiles/Digiduck-Activity-Menu.pdf Pg 7 & 8</p> <p>Make a poster of rules to keep you safe? DigiDucks 5 special rules</p> <p>Learners list as many things that count as personal information, and therefore shouldn't be shared online. E.g., D.O.B, full name etc.</p> <p>Discuss passwords and how you shouldn't share them</p>	<p>https://www.childnet.com/ufiles/Detective-Digiduck---150.pdf (Detective Digiduck)</p> <p>Have questions on the board that may be true or false and either research as a class or get the children to look up online themselves as to whether it is true or false. Discuss how we know.</p>