Gainford CE E-Safety (Digital Literacy) Policy September 2013

Curriculum Overview

Digital media and technology are evolving at a dizzying pace, bringing with them extraordinary opportunities as well as real risks for young people. Young people are using the immense power of the Internet and mobile technologies to explore, connect, create, and learn in ways never before imagined. These technologies have changed the pattern of social relationships, their construction, negotiation and scope. The concept of "friends" and friendship has changed with the boundaries of privacy changing and evolving. Issues that emerge with this 24/7 "connected culture" – from identity theft, to cyberbullying, to uncertainty about which information to trust online – are surfacing both in schools and at home.

A Digital Safety Curriculum must schools empower their students and their local communities to be safe, responsible, and savvy as they navigate this fast-paced digital world. This curriculum must:

• Introduce reliable, research-based information to students about digital media and their impact

• Help pupils explore the complex issues of our connected culture

• Empower pupils to think critically about the ways they use digital technologies as they build digital literacy skills for life

• Develop a resilience in pupils to act appropriately and safely in their use of digital technologies

Detailed information and resources to support this scheme of work can be found in School docs on the DLG in the folder named 'Digital Literacy Schemes of Learning'. The link for this folder is:-

https://portal.durhamlearning.net/schools/gainford/teachers/School%20Documents/Forms/AllItems.aspx?RootFolder=%2fschools%2fgainford%2fteachers%2fSchool%20Documents%2fDigital%20literacy%20schemes%20of%20learning&FolderCTID=&View=%7bCB0ED36B%2dF0D8%2d4E8B%2d977C%2d2C3A2F1D01D1%7d

EYFS

In the Early Years Foundation Stage, children experience the internet with close adult supervision to play games and to look at pictures. They use simulations of activities and situations and talk about what is real and what is imaginary. They learn to ask for an adult for support straight away if they come across anything on the internet that they think is unsuitable or distresses them. They begin to use communication tools under close adult supervision and with adult assistance an 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

EYFS

Knowledge and Understanding	Skills	Responsibilities	Possible Activities
Children should be able to: • Identify people who can help when using ICT and seek their help when appropriate • Understand that ICT can be used for fun, for learning and for communicating with others • Understand that some technologies should only be used when adults are present • Understand that the DLG is a safe place to share pictures and messages but that other places may not be safe • Understand that they can use technology to share information	Children should be able to: • Recognise the difference between real and imaginary experiences • Recognise that some choices might be right and others wrong • With support, use simple passwords to access ICT	Children should: • Share equipment and take turns • Follow school and family guidelines that promote responsible use of ICT	Teachers provide opportunities for children to: • Share learning with families online • Use ICT toys for indoor and outdoor play that mimic technology in real life • Explore online activities that mimic real life • Talk about the differences between real and imaginary experiences • Talk about appropriate behaviour when using various ICT equipment • Understand who will help them if they are worried or frightened when using ICT equipment • Use ICT equipment with adult support to send positive messages to other class members

KS1

In KS1, 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 (eg 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 peoples' work with respect when working and communicating with ICT.

KS1

Knowledge and Understanding	Skills	Responsibilities	Possible Activities
Children should be able to: • Recognise the need to know who it is they are sharing their learning with online • Understand the difference between different methods of communication (eg e-mail, online forums) • Know the difference between e-mail and communication systems such as blogs, discussion forums and wikis • Know that websites sometimes include pop-ups that take them away from the main site and these may be advertising • Know that bookmarking is a way to find safe sites again quickly • Begin t evaluate websites and know not everything on the internet is true	Children should be able to: • Know what to do if they find something inappropriate online (including identifying people who can help) • Use the internet for fun learning and communicating with others, supervised by a responsible adult and making choices when navigating through sites. • Send and receive e-mail as a class or under close supervision from a responsible adult. • Recognise advertising on websites and learn to ignore it. • Use a password to enter the school network or other account	Children should: • Understand they need to keep their passwords private except from trusted adult • Respect the work of others which is stored on a shared drive of a network or presented online.	Teachers provide opportunities for children to: • Practice minimising a screen or switching off the monitor if they encounter a problem with a website • Learn how to return to the home page of a website • Use (and sometimes create) a password to access files or websites • Talk about the importance of remembering their passwords and keeping them private • Use online tools to work collaboratively on simple tasks with their peers. • Draw up a list of people who can be accessed for help if they access something that makes them feel uncomfortable • Search for

• Know that sometimes pictures and words on the Internet cannot be copied because they belong to somebody (copyright)			specific key words using a teacher-selected website or CD-ROM • Navigate websites and discuss the content • Send and receive e-mails within safe systems

Early KS2 (Y3/Y4)

In Y3 and Y4, children develop more independence I their use of the Internet, carrying out searches for information within website s and using child-friendly search engines. They begin to assess the information they find on the Internet for its fitness for purpose and 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 e-mail 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.

Y3/Y4

Knowledge and Understanding	Skills	Responsibilities	Possible Activities
Children should be able to: • Understand the need for rules to keep them safe when exchanging learning ideas online • Recognise that information on websites may not be accurate or reliable and may be used for bias, manipulation or persuasion • Understand that the Internet contains fact, fiction and opinion and begin to distinguish between them • Understand the need to keep personal information an passwords private • Understand that if they make their personal information available online that it may be seen and used by others.	Children should be able to: • Identify risks and rewards of using the Internet and use safe practices which help maintain both personal safety and the safety of equipment • Contribute to and use basic guidelines and practices that promote e-safety and socially safe use of ICT • 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' • Begin to identify when e-mails should not be opened and when an attachment may not be safe • Understand the need to develop an alias for some public online use	Children should: • Respect the ideas and communications of others in work which is presented in an electronic format • Recognise the effect their writing or images might have on others (including bullying) and act accordingly	Teachers provide opportunities for children to: • Use the Internet to research or to gather information in the form of text and images • Discuss when the Internet is useful and when it should be used with caution • Use on-line tools to collaborate and exchange information with others within and beyond their school • Design a nickname for use on-line and discuss whether it is OK to share this information with classmates • Discuss the use of communication tools eg forums, instant messaging and e-mail

In Y5 and Y6 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 elect 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 on line.

Y5/Y6

Knowledge and Understanding	Skills	Responsibilities	Possible Activities
Children should be able to: • Explore and discuss both positive and negative impacts of the use of ICT in their own lives and those of their peers and family • Understand the potential risks of providing personal information on-line • Recognise reasons why people might publish content that is not accurate and understand the need for critical evaluation of websites • Understand that some websites and/or pop-ups have commercial interests that may affect the way that information is presented • Recognise the potential risks of using Internet communication tools and understand how to minimise those risks (including scams and phishing) • Understand that some material on the Internet is copyrighted and may not be copied or downloaded	Children should be able to: • Access and use information to identify e-safety risks to themselves or equipment and make safe choices when using ICT • Research current e-safety guidelines and practices which are relevant to their own use of ICT an take action to promote e-safety to their peers and family • Use the Internet I ways which minimise risks eg responsible use of chat rooms and discussion forums and safe use of webcams • Select an appropriate tool to undertake activities which provide opportunities to collaborate and communicate safely with others within and beyond their school • Create strong passwords ad manage them so they remain strong	Children should: • Evaluate their own use of websites and how they present themselves on-line • 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	Teachers provide opportunities for children to: • Discuss the possible consequences of sharing personal details online and how to respond when asked for those details • Discuss the consequences of trusting information and people on the Internet • Explore issues related to copyright and plagiarism • Use, and begin to evaluate on-line tools to exchange information and collaborate with others within and beyond the school • Identify and evaluate differences in information from a variety of sources considering its plausibility and developing strategies to make judgements on the sources used • Evaluate websites and describe the possible impact of published content on an audience eg the use of advertising and how sites might be designed to persuade and influence.