



# EYFS Online Safety Curriculum;

We aim to equip pupils with the knowledge, understanding and skills to use information technology creatively, purposefully and staying safe.

Age Category	Common Sense Media Lesson	Resources	Curriculum Opportunities
<p>EYFS</p> 	<p>Lesson 1</p> <p><b><u>Going Places Safely</u></b></p> <p>Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe</p>	<p><b>Office of the eSafety Commissioner</b> - <a href="#">Zippep's Astro Circus</a> (Online game)</p> <p><b>Childnet</b> - <a href="#">Smartie the Penguin</a> (Interactive resource)</p> <p><b>Childnet</b> - <a href="#">Digiduck e-book</a> (Interactive resource)</p> <p><b>Netsmartz</b> - <a href="#">Router's Birthday Surprise</a> (Interactive resource)</p> <p><b>Netsmartz</b> - <a href="#">Clicky's Online Safety Rap</a> (Video)</p> <p><b>Netsmartz</b> - <a href="#">Way 2 Go</a> (Video)</p> <p><b>Netsmartz</b> - <a href="#">Delivery for webster</a> (e-book)</p> <p>Further lesson idea:            Create a class safety promo film for staying safe around the school. If green screen technology is available pupils could create a safety promo film for other places such as the local park, the city centre, the library etc.            Take class on a short technology safari around the local area identifying street technology: network boxes, traffic lights, street lighting controls, alarms etc</p>	<p>PSHE - SEAL – Theme 6 Relationships. Sharing your opinions of things that matter and explain your views.</p> <p>EYFS –Understanding the World, investigates places, objects, materials and living things by using all the senses as appropriate Identifies some features and talks about the features, likes and dislikes.</p> <p>Idea: Identify safe places to play, what it feels like to be safe, use of the emotional barometer.</p> <p>EYFS –Understanding the World, uses information and communication technology to support learning            Idea: Create a class safety promo film for staying safe around the school. If green screen technology is available pupils could create a safety promo film for other places such as the local park, the city centre, the library etc..</p> <p>EYFS –Understanding the World, uses programmable toys to support learning            Idea: Take class on a short technology safari around the local area identifying street technology: network boxes, traffic lights, street lighting controls, alarms etc</p>



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<p>EYFS</p> 	<p>Lesson 2</p> <p><b><u><a href="#">ABC Searching</a></u></b></p> <p>Pupils search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet</p>	<p><b>SWGfL</b> - <a href="#">Swiggle</a> (Education search engine and resource site for children)</p> <p><b>Google</b> – <a href="#">Safesearchkids</a> (Search engine for children)</p> <p><b>Childnet</b> - <a href="#">What is Reliable?</a> (The Adventures of Kara, Winston and the SMART Crew)</p> <p><b>AVG</b> – <a href="#">Magda and Mo</a> (e-book)</p> <p>Further lesson idea: Ordering objects in the classroom by alphabet create a role play area 'Alphabetical toy shop' Line up/group in alphabetical order, hair colour, height order, age order etc. Create alphabet ebooks. Sort objects by colour, size etc.</p>	<p>PSHE – SEAL – New Beginnings. Listen to other people play and work cooperatively. Identify and respect the difference and similarities between people.</p> <p>EYFS Mathematics Sorts or matches objects and talks about sorting.</p> <p>Communication and Language, Literacy. Uses talk to organise sequence and clarify thinking.</p> <p>Idea: Ordering objects in the classroom by alphabet create a role play area 'Alphabetical toy shop' Line up/group in alphabetical order, hair colour, height order, age order etc Create alphabet ebooks. Sort objects by colour, size etc...</p>



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<p>EYFS</p> <div data-bbox="114 667 333 764" style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">  Privacy &amp; Security         </div>	<p style="text-align: center;">Lesson 3</p> <p style="text-align: center;"><u><a href="#">Keep it Private</a></u></p> <p>Pupils learn that many websites ask for information that is private and discuss how to responsibly handle such requests</p> <p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can describe who would be trustworthy to share this information with; I can</p>	<p><b>CEOP</b> - <a href="#">Hector's World</a> (Cartoons and teacher resources)</p> <p><b>Childnet</b> - <a href="#">The SMART crew</a> (Cartoon on the SMART rules)</p> <p><b>Childnet</b> - <a href="#">Smartie the Penguin</a> (E-book and teachers resources)</p> <p><b>ICO</b> – <a href="#">Personal information and information rights</a> (Lesson plans and resources)</p> <p>Further lesson idea: Pupils create their own 'Shop Window' - What information would you like to be available about you in a safe shop window? What information wouldn't they include and why? Try developing a digital shop window of the class - you could use a safe online space such as <a href="#">Photo2Fun</a> (on iOs and Android) or <a href="#">Photo Talk</a>, or learning platform or secure online area for the shop window display. Use digital images, sounds and video</p> <p><a href="https://projectevolve.co.uk/toolkit/resources/content/privacy-and-security/early-years-7/i-can-identify-some-simple-examples-of-my-personal-information-e-g-name-address-birthday-age-location/?from=years">https://projectevolve.co.uk/toolkit/resources/content/privacy-and-security/early-years-7/i-can-identify-some-simple-examples-of-my-personal-information-e-g-name-address-birthday-age-location/?from=years</a></p>	<p>PSHE – SEAL – Changes Preparing to play an active role as citizens, to recognise choices they can make, and recognise the difference between right and wrong.</p> <p>ICT – Exchanging &amp; sharing information, to present their completed work effectively [for example, for public display].</p> <p>Idea: Pupils create their own 'Shop Window' - What information would you like to be available about you in a safe shop window? What information wouldn't they include and why? Try developing a digital shop window for the class - you could use a safe online space such as <a href="#">Photo2Fun</a> (on iOs and Android) or <a href="#">Photo Talk</a>, or learning platform or secure online area for the shop window display. Use digital images, sounds and video.</p>



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	<p>explain why they are trusted.</p>	<p><a href="https://projectevolve.co.uk/toolkit/resources/content/privacy-and-security/early-years-7/i-can-describe-who-would-be-trustworthy-to-share-this-information-with-i-can-explain-why-they-are-trusted/?from=years">https://projectevolve.co.uk/toolkit/resources/content/privacy-and-security/early-years-7/i-can-describe-who-would-be-trustworthy-to-share-this-information-with-i-can-explain-why-they-are-trusted/?from=years</a></p>	
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<p>Year 1</p> <div data-bbox="114 1078 331 1174"> </div> <div data-bbox="114 1182 331 1278"> </div>	<p>Lesson 4</p> <p><b><u><a href="#">My Creative Work</a></u></b></p> <p>Pupils are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce</p>	<p><b>Budd:e</b> - <a href="#">Budd:e – stay smart online</a> (Online learning activities, rewards and interactive tool.)</p> <p><a href="https://projectevolve.co.uk/toolkit/resources/content/copyright-and-ownership/early-years-7/i-can-name-my-work-so-that-others-know-it-belongs-to-me/?from=years">https://projectevolve.co.uk/toolkit/resources/content/copyright-and-ownership/early-years-7/i-can-name-my-work-so-that-others-know-it-belongs-to-me/?from=years</a></p>	



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	<p>I know that work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me</p>	<p><a href="https://projectevolve.co.uk/toolkit/resources/content/copyright-and-ownership/early-years-7/i-know-that-work-i-create-belongs-to-me/?from=years">https://projectevolve.co.uk/toolkit/resources/content/copyright-and-ownership/early-years-7/i-know-that-work-i-create-belongs-to-me/?from=years</a></p>	
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Foundation Stage/Year 1	Lesson 5	<p>Childnet – <a href="#">What should you accept?</a> (The Smart Crew)</p> <p>CEOP - <a href="#">Lee and Kim</a></p>	<p>PSHE- SEAL – Good to be me.</p> <p>To listen to other people, play and work cooperatively.</p> <p>Family and friends should care for one another</p> <p>EYFS – Communication and Language, Literacy</p>



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	<p><b><u>Sending Email</u></b></p> <p>Pupils explore how they can use email to communicate with real people within their schools, families, and communities</p> <p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how I (might) use technology to communicate with people I know</p>	<p>(Children learn that avatars are controlled by real people. Activities, videos, lessons plans, puppet masks.)</p> <p><b>Insafe</b> - <a href="#">Play &amp; Learn – Being Online</a> (Activity book)</p> <p>Further lesson idea: Postcard pen pals - pupils create a multimedia postcard featuring themselves and the things that are important to them, compare with real life photographs of themselves and the things around them. Discuss the differences and similarities. You could use a simple publishing tool or even a video clip or talking photo using <a href="#">Photo2Fun</a> (on iOS and Android) or <a href="#">Photo Talk</a>.</p>	<p>Use language to imagine and recreate roles.</p> <p>Idea: Postcard penpals - pupils create a multimedia postcard featuring themselves and the things that are important to them, compare with real life photographs of themselves and the things around them. Discuss the differences and similarities. You could use a simple publishing tool or even a video clip or talking photo using <a href="#">Photo2Fun</a> (on iOS and Android) or <a href="#">Photo Talk</a>.</p>
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<p><b>Online Reputation</b></p>	<p>I can recognise, online or offline, that anyone can say ‘no’ - ‘please stop’ - ‘I’ll tell’ - ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p> <p>I can identify ways that I can put information on the internet.</p>	<p><a href="https://projectevolve.co.uk/toolkit/resources/content/online-reputation/early-years-7/i-can-identify-ways-that-i-can-put-information-on-the-internet/?from=years">https://projectevolve.co.uk/toolkit/resources/content/online-reputation/early-years-7/i-can-identify-ways-that-i-can-put-information-on-the-internet/?from=years</a></p>	
<p><b>Online Bullying</b></p>	<p>I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel</p>	<p><a href="https://projectevolve.co.uk/toolkit/resources/content/online-bullying/early-years-7/i-can-describe-ways-that-some-people-can-be-unkind-online/?from=years">https://projectevolve.co.uk/toolkit/resources/content/online-bullying/early-years-7/i-can-describe-ways-that-some-people-can-be-unkind-online/?from=years</a></p>	
<p><b>Managing online Information</b></p>	<p>I can talk about how to use the internet as a way of finding information online.</p> <p>I can identify devices I could use to access</p>	<p><a href="https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/early-years-7/i-can-talk-about-how-to-use-the-internet-as-a-way-of-finding-information-online/?from=years">https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/early-years-7/i-can-talk-about-how-to-use-the-internet-as-a-way-of-finding-information-online/?from=years</a></p>	



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	information on the internet.		
<b>Health Wellbeing and Lifestyle</b>	<p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology</p> <p>I can give some simple examples of these rules</p>	<p><a href="https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/early-years-7/i-can-identify-rules-that-help-keep-us-safe-and-healthy-in-and-beyond-the-home-when-using-technology/?from=years">https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/early-years-7/i-can-identify-rules-that-help-keep-us-safe-and-healthy-in-and-beyond-the-home-when-using-technology/?from=years</a></p>	