



Year 1 Online Safety Curriculum

we aim to equip our pupils with the knowledge, understanding and skills to use information technology creatively and purposefully to stay safe.

Age Category	Common Sense Media Lesson	Resources	Curriculum Opportunities
<p>Year 1</p> 	<p>Lesson 1</p> <p><u>Going Places Safely</u></p> <p>Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe</p>	<p>Office of the eSafety Commissioner - Zippep's Astro Circus (Online game)</p> <p>Childnet - Smartie the Penguin (Interactive resource)</p> <p>Childnet - Digiduck e-book (Interactive resource)</p> <p>Netsmartz - Router's Birthday Surprise (Interactive resource)</p> <p>Netsmartz - Clicky's Online Safety Rap (Video)</p> <p>Netsmartz - Way 2 Go (Video)</p> <p>Netsmartz - Delivery for webster (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 data-bbox="174 587 271 619">/Year 1</p> 	<p data-bbox="450 587 560 619">Lesson 2</p> <p data-bbox="394 675 620 711"><u>ABC Searching</u></p> <p data-bbox="367 767 642 1054">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 data-bbox="667 552 1404 579">SWGfL - Swiggle (Education search engine and resource site for children)</p> <p data-bbox="667 627 1216 654">Google – Safesearchkids (Search engine for children)</p> <p data-bbox="667 699 1218 759">Childnet - What is Reliable? (The Adventures of Kara, Winston and the SMART Crew)</p> <p data-bbox="667 798 1005 825">AVG – Magda and Mo (e-book)</p> <p data-bbox="667 871 1417 1050">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 data-bbox="1467 552 2152 654">PSHE – SEAL – New Beginnings. Listen to other people play and work cooperatively. Identify and respect the difference and similarities between people.</p> <p data-bbox="1467 703 2114 767">EYFS Mathematics Sorts or matches objects and talks about sorting.</p> <p data-bbox="1467 817 2130 880">Communication and Language, Literacy. Uses talk to organise sequence and clarify thinking.</p> <p data-bbox="1467 930 2123 1070">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>Year 1</p> <div data-bbox="114 676 333 772" style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">  Privacy & Security </div>	<p>Lesson 3</p> <p><u>Keep it Private</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 explain that passwords are used to protect information, accounts and devices.</p> <p>I can recognise more detailed examples of information that is</p>	<p>CEOP - Hector's World (Cartoons and teacher resources)</p> <p>Childnet - The SMART crew (Cartoon on the SMART rules)</p> <p>Childnet - Smartie the Penguin (E-book and teachers resources)</p> <p>ICO – Personal information and information rights (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 Photo2Fun (on iOs and Android) or Photo Talk, or learning platform or secure online area for the shop window display. Use digital images, sounds and video</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 & 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 Photo2Fun (on iOs and Android) or Photo Talk, or learning platform or secure online area for the shop window display. Use digital images, sounds and video.</p>



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	<p>personal to someone (e.g where someone lives and goes to school, family names).</p> <p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>		
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Year 1	Lesson 4 My Creative Work	Budd:e - Budd:e – stay smart online (Online learning activities, rewards and interactive tool.)	



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 <p>Information Literacy</p>  <p>Creative Credit & Copyright</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>I can explain why work I create using technology belongs to me</p> <p>I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p> <p>I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).</p> <p>I understand that work created by others does not belong to me even if I save a copy</p>		
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<p>Foundation Stage/Year 1</p> 	<p>Lesson 5</p> <p>Sending Email</p> <p>Pupils explore how they can use email to communicate with real people within their schools, families, and communities</p> <p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>I can use the internet with adult support to communicate with people I know (e.g.</p>	<p>Childnet – What should you accept? (The Smart Crew)</p> <p>CEOP - Lee and Kim (Children learn that avatars are controlled by real people. Activities, videos, lessons plans, puppet masks.)</p> <p>Insafe - Play & Learn – Being Online (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 Photo2Fun (on iOS and Android) or Photo Talk.</p>	<p>PSHE- SEAL – Good to be me. To listen to other people, play and work cooperatively. Family and friends should care for one another EYFS – Communication and Language, Literacy 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 Photo2Fun (on iOS and Android) or Photo Talk.</p>



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	<p>video call apps or services).</p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>		
Online Reputation	<p>I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online without</p>	<p>https://projectevolve.co.uk/toolkit/resources/content/online-reputation/early-years-7/i-can-recognise-that-information-can-stay-online-and-could-be-copied/?from=years</p>	



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	asking a trusted adult first.		
Online Bullying	I can describe how to behave online in ways that do not upset others and can give examples.	https://projectevolve.co.uk/toolkit/resources/content/online-bullying/early-years-7/i-can-describe-how-to-behave-online-in-ways-that-do-not-upset-others-and-can-give-examples/?from=years	SRE Curriculum PSHE Matters Curriculum Well Being Wednesday
Managing online Information	I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.	https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/early-years-7/i-can-give-simple-examples-of-how-to-find-information-using-digital-technologies-e-g-search-engines-voice-activated-searching/?from=years	



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	I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.		
Health Wellbeing and Lifestyle	I can explain rules to keep myself safe when using technology both in and beyond the home.	https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/early-years-7/i-can-explain-rules-to-keep-myself-safe-when-using-technology-both-in-and-beyond-the-home/?from=years	PSHE matters Scheme of Work SRE Curriculum Make a video explaining how to keep safe on line