Year 2 Online Safety Curriculum;

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Age Category	Common Sense Media Unit	Resources	Curriculum Opportunities
Yr2 Internet Safety	1 **Staying Safe Online** Pupils understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them	**Childnet** - Smartie the Penguin **Childnet** - Digiduck e-book **Disney** - Don't be in the dark Online safe surfing game **AVG** – Magda and Mo Free E-book about information online **Smart Crew**; Adventures of kara and Winston www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew Further lesson idea: Create a top websites league table and use the information to help to update their school website links	Literacy – Non-fiction Information texts ICT - to use text, tables, images and sound to develop their ideas, how to share their ideas by presenting information in a variety of forms [for example, text, images, tables, sounds Idea: Create a top websites league table and use the information to help to update their school website links

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Yr2 Digital Footprint & Reputation Privacy & Security	2 **Follow the Digital Trail** Pupils learn that the information they put online leaves a digital footprint or "trail." This trail can be	**Childnet** – What should you keep safe? **BBC** – Saxon Monk – Internet Videos are forever Horrible histories video **ICO** – Personal information and information rights	PSHE – SEAL – Relationships Identify and respect the differences and similarities between people. SEAL – Changes Preparing to play an active role as citizens, to recognise choices they

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	big or small, helpful or hurtful, depending on how they manage it. I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).	Lesson plans and resources **CEOP –** [Welcome to the carnival](#) Hector's World cartoon about personal information Further lesson idea: Whole class circle time - Who would I/you share my/your information with? A photo? Your name? Your address? Birth date? Preferences? Password? Email address? Telephone number? Favourite football team? Favourite singer? https://projectevolve.co.uk/toolkit/resources/content/privacy-and-security/early-years-7/i-can-explain-how-passwords-can-be-used-to-protect-information-accounts-and-devices/?from=years	can make, and recognise the difference between right and wrong. Idea: Whole class circle time - Who would I/you share my/your information with? A photo? Your name? Your address? Birth date? Preferences? Password? Email address? Telephone number? Favourite football team? Favourite singer? Links to the SRE Curriculum and what constitutes safe online relationships.

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Yr2 Cyberbullying Relationships & Communication	3 **Screen out the Mean** Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it. I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame I can talk about how anyone experiencing bullying can get help.	**Office of the eSafety Commissioner –** Cyberbullying Teachers resources **Kidscape –** links to Cyberbullying resources **UK Safer Internet Centre** Safer Internet Day Further lesson idea: How does it feel? Use an online digital imagery tool such as *photostory*, *animoto* or http://edu.glogster.com/ to create an eposter to depict how it feels to be the victim of a bullying incident. (Free but you need to create an account.) https://projectevolve.co.uk/toolkit/resources/content/online-relationships/early-years-7/i-can-give-examples-of-how-someone-might-use-technology-to-communicate-with-others-they-don-t-also-know-offline-and-explain-why-this-might-be-risky-e-g-email-online-gaming-a-pen-pal-in-another-school-country/?from=years	PSHE – SEAL – Say no to bullying to recognize how their 3ehaviour affects other people, to realize consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities. Literacy – Non Fiction – persuasion. ICT – Developing ideas and making things happen, to use text, tables, images and sound to develop their ideas. Idea: How does it feel? Use an online digital imagery tool such as photostory, animoto or http://edu.glogster.com/ to create an eposter to depict how it feels to be the victim of a bullying incident.

		https://projectevolve.co.uk/toolkit/resources/content/online-bullying/early-years-7/i-can-explain-what-bullying-is-how-people-may-bully-others-and-how-bullying-can-make-someone-feel/?from=years	

Age Category	Common Sense Media Unit	Resources	Curriculum Opportunities
Yr2 Information Literacy	4 **Using Keywords** Pupils understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.	**SWGfL** – Swiggle Education search engine and resource site for children **Google** – Safesearchkids Search engine for children **Common Sense Media** – Choosing a Search Site Lesson plans from a previous version of CSM Digital Literacy and Citizenship Curriculum	Literacy – Non-fiction texts Idea: Create a class top trumps game, e.g. each pupil is allocated a country and must locate key information such as longest river, highest mountain, population and tallest building. You could use swiggle to carry out safer searches, compare usefulness

			of results to those of a general search engine such as google.
		Further lesson idea: Create a class top trumps game, e.g. each pupil is allocated a country and must locate key information such as longest river, highest mountain, population and tallest building. You could use *swiggle* to carry out safer searches, compare usefulness of results to those of a general search engine such as *google*. Project Evolve https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/early-years-7/i-can-use-simple-keywords-in-search-engines/?from=years	

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Yr2	5	**CEOP** – Hector's World Cartoons and teacher resources	

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Information Literacy	**Sites I Like** Pupils discuss criteria for rating informational websites and apply them to an assigned site. Pupils learn that all websites are not equally good sources of information.	**Netsmartz** – Delivery for webster – ebook **Common Sense Media** – Choosing a Search Site Lesson plans from a previous version of CSM Digital Literacy and Citizenship Curriculum **AVG** – Magda and Mo E-book about appropriate websites Further lesson idea: Play likes and dislikes "stations" – several options are presented, pupils move around the room to their most or least favourite option, e.g. colours, pastimes, animals and sports. Invite pupils to explain their choices and persuade others to join them.	PSHE – SEAL – Relationships. Recognise what they like and dislike. EYFS Personal, social and emotional development Shows an interest in classroom activities through observation or participation. Is confident to try new activities, initiate ideas and speak in a familiar group Idea: Play likes and dislikes "stations" – several options are presented, pupils move around the room to their most or least favourite option, e.g. colours, pastimes, animals and sports. Invite pupils to explain their choices and persuade others to join them.
Copyright and Ownership	I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them	**https://projectevolve.co.uk/toolkit/resources/content/copyright-and-ownership/early-years-7/i-can-recognise-that-content-on-the-internet-may-belong-to-other-people/?from=years**	
Online relationships	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g.	**https://projectevolve.co.uk/toolkit/resources/content/online-relationships/early-years-7/i-can-give-examples-of-how-someone-might-use-technology-to-communicate-with-others-**	

	email, online gaming, a pen-pal in another school / country). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online	they-don-t-also-know-offline-and-explain-why-this-might-be-risky-e-g-email-online-gaming-a-pen-pal-in-another-school-country/?from=years www.saferinternet.org.uk/safer-internet-day/2014/schools-packs/sid-2015/2015-education-packs www.saferinternet.org.uk/safer-internet-day/2014/schools-packs/sid-2016-education-packs **Being a Good friend online; be positive and respectful and celebrate difference.** http://www.saferinternet.org.uk/safer-internet-day/2016/3-11s	

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Online reputation	I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect.	https://projectevolve.co.uk/toolkit/resources/content/online-reputation/early-years-7/i-can-explain-how-information-put-online-about-someone-can-last-for-a-long-time/?from=years	
Health Wellbeing and Lifestyle	I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. I can say how those rules / guides can help anyone accessing online technologies	https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/early-years-7/i-can-explain-simple-guidance-for-using-technology-in-different-environments-and-settings-e-g-accessing-online-technologies-in-public-places-and-the-home-environment/?from=years	SRE; Age appropriate online relationships Age appropriate games
Managing online information	I can use simple keywords in search engines I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or	https://projectevolve.co.uk/toolkit/resources/content/managing-online-information/early-years-7/i-can-use-simple-keywords-in-search-engines/?from=years	

	'make believe' and things that are 'true' or 'real' I can explain why some information I find online may not be real or true.		