

Church Lane Primary School and Nursery

E-Safety Curriculum

2020/2021

*“The intent of the Computing curriculum at Church Lane Primary School and Nursery is to prepare our pupils for life beyond schools – creating digital pioneers of the future. Children will be taught how to safely use a variety of technology in a vastly developing world. It is also our intention to show children how the vast amount of technological equipment requires safe usage (E-safety).”*

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| **Age Category** | **Common Sense** **Media Lesson** | **Resources**  | **Curriculum Opportunities** |
| Reception/Year 1C:\Users\Peter\Dropbox\Progressions\DLC3 june 2013\logos\Internet Safety (Small).jpg | Lesson 1[**Going Places Safely**](https://www.commonsense.org/education/lesson/going-places-safely-k-2)Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe | **Office of the eSafety Commissioner** - [Zippep's Astro Circus](https://esafety.gov.au/education-resources/classroom-resources/zippeps-astro-circus) (Online game)**Childnet** - [Smartie the Penguin](http://www.childnet.com/resources/smartie-the-penguin)  (Interactive resource)**Childnet** - [Digiduck e-book](http://www.childnet.com/resources/digiducks-big-decision) (Interactive resource)**Netsmartz** - [Router’s Birthday Surprise](http://www.netsmartzkids.org/RoutersBirthdaySurprise/RBSPlay) (Interactive resource)**Netsmartz** - [Clicky’s Online Safety Rap](http://www.netsmartzkids.org/LearnWithClicky/KnowTheRules) (Video)**Netsmartz** - [Way 2 Go](https://www.youtube.com/watch?v=rf56zCHc10E) (Video)**Netsmartz** - [Delivery for webster](http://www.netsmartzkids.org/eBooks/DeliveryForWebster) (e-book)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 | PSHE – Theme 6 Relationships. Sharing your opinions of things that matter and explain your views. 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.Idea: Identify safe places to play, what it feels like to be safe, use of the emotional barometer. EYFS –Understanding the World, uses information and communication technology to support learningIdea: 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..EYFS –Understanding the World, uses programmable toys to support learningIdea: Take class on a short technology safari around the local area identifying street technology: network boxes, traffic lights, street lighting controls, alarms etc |

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| **Age Category** | **Common Sense** **Media Lesson** | **Resources**  | **Curriculum Opportunities** |
| Reception/Year 1C:\Users\Peter\Dropbox\Progressions\DLC3 june 2013\logos\I-Literacy (Small).jpg | Lesson 2[**ABC Searching**](https://www.commonsense.org/education/lesson/abc-searching-k-2)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 | **SWGfL** - [Swiggle](http://www.swiggle.org.uk/) (Education search engine and resource site for children) **Google** – [Safesearchkids](https://www.safesearchkids.com/) (Search engine for children)**Childnet** - [What is Reliable?](http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter2) (The Adventures of Kara, Winston and the SMART Crew)**AVG** – [Magda and Mo](https://www.avg.com/stc/campaign/magda-and-mo/magda-and-mo2-en.htmll) (e-book)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. | PSHE – New Beginnings. Listen to other people play and work cooperatively. Identify and respect the difference and similarities between people.EYFS Mathematics Sorts or matches objects and talks about sorting.Communication and Language, Literacy. Uses talk to organise sequence and clarify thinking.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… |

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| **Age Category** | **Common Sense** **Media Lesson** | **Resources**  | **Curriculum Opportunities** |
| Reception/Year 1C:\Users\Peter\Dropbox\Progressions\DLC3 june 2013\logos\Privacy Icon (Small).jpg | Lesson 3[**Keep it Private**](https://www.commonsense.org/education/lesson/keep-it-private-k-2)Pupils learn that many websites ask for information that is private and discuss how to responsibly handle such requests | **CEOP** - [Hector’s World](http://www.thinkuknow.co.uk/5_7/hectorsworld/) (Cartoons and teacher resources) **Childnet** - [The SMART crew](http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew) (Cartoon on the SMART rules)**Childnet** - [Smartie the Penguin](http://www.childnet.com/resources/smartie-the-penguin) (E-book and teachers resources)**ICO** – [Personal information and information rights](https://ico.org.uk/for-organisations/resources-for-schools/primary-school-lesson-plans/)(Lesson plans and resources)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](http://apps.appshout.com/photo2fun/index.html) (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 | PSHE – Changes Preparing to play an active role as citizens, to recognise choices they can make, and recognise the difference between right and wrong.ICT – Exchanging & sharing information, to present their completed work effectively [for example, for public display].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](http://apps.appshout.com/photo2fun/index.html) (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. |

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| **Age Category** | **Common Sense Media Lesson** | **Resources**  | **Curriculum Opportunities** |
| Reception/Year 1C:\Users\Peter\Dropbox\Progressions\DLC3 june 2013\logos\I-Literacy (Small).jpgC:\Users\Peter\Dropbox\Progressions\DLC3 june 2013\logos\Copyright (Small).jpg | Lesson 4[**My Creative Work**](https://www.commonsense.org/education/lesson/my-creative-work-k-2)Pupils are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce | **Budd:e** - [Budd:e – stay smart online](http://portal.ccgs.nsw.edu.au/curriculum/budde/teachers/primary/cybersecurity.html)(Online learning activities, rewards and interactive tool.) |  |

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| Reception/Year 1C:\Users\Peter\Dropbox\Progressions\DLC3 june 2013\logos\Relationships (Small).jpg | Lesson 5[**Sending Email**](https://www.commonsense.org/education/lesson/sending-email-k-2)Pupils explore how they can use email to communicate with real people within their schools, families, and communities | **Childnet** – [What should you accept?](http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter1) (The Smart Crew)**CEOP** - [Lee and Kim](http://www.thinkuknow.co.uk/5_7/LeeandKim/) (Children learn that avatars are controlled by real people. Activities, videos, lessons plans, puppet masks.)**Insafe** - [Play & Learn – Being Online](https://www.betterinternetforkids.eu/web/portal/practice/awareness/detail?articleId=198308) (Activity book)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](http://apps.appshout.com/photo2fun/index.html) (on iOs and Android) or Photo Talk*.* | PSHE- – 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, LiteracyUse language to imagine and recreate roles. 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](http://apps.appshout.com/photo2fun/index.html) (on iOs and Android) or Photo Talk.  |

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| **Age Category** | **Common Sense Media Unit** | **Resources**  | **Curriculum Opportunities** |
| Yr2C:\Users\Peter\Dropbox\Progressions\DLC3 june 2013\Internet Safety (Small).jpg | 1[**Staying Safe Online**](https://www.commonsense.org/education/lesson/staying-safe-online-k-2)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](http://www.childnet.com/resources/smartie-the-penguin)**Childnet**  - [Digiduck e-book](http://www.childnet.com/resources/digiducks-big-decision)**Disney -** [Don't be in the dark](http://www.disney.co.uk/DisneyOnline/Safesurfing/game/child-game-under10.html)Online safe surfing game**AVG** – [Magda and Mo](https://www.avg.com/stc/campaign/magda-and-mo/magda-and-mo2-en.htmll) Free E-book about information onlineFurther lesson idea:Create a top websites league table and use the information to help to update their school website links | Literacy – Non-fiction Information textsICT - 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, soundsIdea: Create a top websites league table and use the information to help to update their school website links |

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|  **Age Category** | **Common Sense Media Unit** | **Resources**  | **Curriculum Opportunities** |
| Yr2C:\Users\Peter\Dropbox\Progressions\DLC3 june 2013\Footprint (Small).jpgC:\Users\Peter\Dropbox\Progressions\DLC3 june 2013\Privacy Icon (Small).jpg | 2[**Follow the Digital Trail**](https://www.commonsense.org/education/lesson/follow-the-digital-trail-k-2)Pupils learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small, helpful or hurtful, depending on how they manage it. | **Childnet –** [What should you keep safe?](http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter3)**BBC** – [Saxon Monk – Internet Videos are forever](https://www.youtube.com/watch?v=zrFpHAGCkm0) Horrible histories video **ICO** – [Personal information and information rights](https://ico.org.uk/for-organisations/resources-for-schools/primary-school-lesson-plans/)Lesson plans and resources**CEOP –** [Welcome to the carnival](http://www.thinkuknow.co.uk/5_7/hectorsworld/Episode2/) Hector’s World cartoon about personal informationFurther 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? | PSHE – – Relationships Identify and respect the differences and similarities between people.  – Changes Preparing to play an active role as citizens, to recognise choices they 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?  |

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| **Age Category** | **Common Sense Media Unit** | **Resources**  | **Curriculum Opportunities** |
| Yr2C:\Users\Peter\Dropbox\Progressions\DLC3 june 2013\Cyberbullying (Small).jpgC:\Users\Peter\Dropbox\Progressions\DLC3 june 2013\Relationships (Small).jpg | 3[**Screen out the Mean**](https://www.commonsense.org/education/lesson/screen-out-the-mean-k-2)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. | **Office of the eSafety Commissioner –** [Cyberbullying](https://www.esafety.gov.au/esafety-information/esafety-issues/cyberbullying)Teachers resources**Kidscape** – [links to Cyberbullying resources](http://www.kidscape.org.uk/cyberbullying/)**UK Safer Internet Centre** [Safer Internet Day](http://www.saferinternetday.org.uk/) 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.) | PSHE – – Say no to bullying to recognize how their behavior 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. |

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| **Age Category** | **Common Sense Media Unit** | **Resources**  | **Curriculum Opportunities** |
| Yr2C:\Users\Peter\Dropbox\Progressions\DLC3 june 2013\I-Literacy (Small).jpg | 4[**Using Keywords**](https://www.commonsense.org/education/lesson/using-keywords-k-2)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](http://www.swiggle.org.uk/)Education search engine and resource site for children **Google** – [Safesearchkids](https://www.safesearchkids.com/)Search engine for children**Common Sense Media** - [Choosing a Search Site](https://www.commonsensemedia.org/educators/lesson/choosing-search-site-4-5) Lesson plans from a previous version of CSM Digital Literacy and Citizenship CurriculumFurther 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*. | 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](http://www.swiggle.org.uk) to carry out safer searches, compare usefulness of results to those of a general search engine such as google. |

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| **Age Category** | **Common Sense Media Unit** | **Resources**  | **Curriculum Opportunities** |
| Yr2C:\Users\Peter\Dropbox\Progressions\DLC3 june 2013\logos\I-Literacy (Small).jpg | 5[**Sites I Like**](https://www.commonsense.org/education/lesson/sites-i-like-k-2)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. | **CEOP** - [Hector’s World](http://www.thinkuknow.co.uk/5_7/hectorsworld/)Cartoons and teacher resources**Netsmartz** - [Delivery for webster - ebook](http://www.netsmartzkids.org/eBooks/DeliveryForWebster)**Common Sense Media** - [Choosing a Search Site](https://www.commonsensemedia.org/educators/lesson/choosing-search-site-4-5)Lesson plans from a previous version of CSM Digital Literacy and Citizenship Curriculum**AVG –** [Magda and Mo](https://www.avg.com/stc/campaign/magda-and-mo/magda-and-mo2-en.htmll) 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 – – 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 groupIdea: 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. |

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| **Age Category** | **Common Sense Media Unit** | **Resources**  | **Curriculum Opportunities** |
| Yr 3Privacy Icon (Small).jpg | 1[**Powerful Passwords**](https://www.commonsense.org/education/lesson/powerful-passwords-k-2)Pupils explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords. | **Budd:e** -  [Password Power](http://portal.ccgs.nsw.edu.au/curriculum/budde/teachers/primary/pdf/lesson_plans/Budde_PasswordPower_Lesson.pdf)Lesson plan[**Symantec** - Password strength checker](http://rumkin.com/tools/password/passchk.php)Password security checking tool[How strong is my password?](https://howsecureismypassword.net/)**Netsmartz** - [Password Rap](http://www.netsmartz.org/netsmartzkids/passwordrap)Video**Roboform** - [How secure is my password?](http://howsecureismypassword.net/)Password strength checking tool **Digizen** - [Perfect passwords](http://www.digizen.org/digicentral/perfect-passwords.aspx)Teaching resource and activitiesFurther Lesson Idea: Create a password rap. Use a video or sound recorder to record, review and refine performance rap poetry. | English: CompositionPerform their own compositions, using appropriate meaning and intonation so that meaning is clear.ICT: Reviewing modifying and evaluating work as it progressesReview what they and others have done to help them to develop their ideas.Idea: Create a password rap. Use a video or sound recorder to record, review and refine performance rap poetry. |

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| **Age Category** | **Common Sense Media Unit** | **Resources**  | **Curriculum Opportunities** |
| Yr 3Relationships (Small).jpg | 2[**My Online Community**](https://www.commonsense.org/education/lesson/my-online-community-k-2)Pupils explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community. | **UK Safer Internet Centre** [Safer Internet Day](http://www.saferinternetday.org.uk/) Further Lesson idea:Build a digital web of their real life family friends and community connections and talk about the routes for support within their network. Who can help me when I am stuck at school? Who can I go to if I need help at home? You could use [Photo2Fun](http://apps.appshout.com/photo2fun/index.html) (on iOs and Android) or Photo Talk, (Registration needed) Popplet or an online mapping tool.You could build this into a History, Geography, Music context. | PSHE – – Relationships Preparing to play an active role as citizens that they belong to various groups and communities, such as family and school.ICT Exchanging & sharing information, to share their ideas by presenting information in a variety of forms [for example, text, images, tables, sounds].Idea: Build a digital web of their real life family friends and community connections and talk about the routes for support within their network. Who can help me when I am stuck at school? Who can I go to if I need help at home? You could use [Photo2Fun](http://apps.appshout.com/photo2fun/index.html) (on iOs and Android) or Photo Talk, Popplet or an online mapping tool. |

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| **Age Category** | **Common Sense Media Unit** | **Resources**  | **Curriculum Opportunities** |
| Yr 3I-Literacy (Small).jpg | 3[**Things for Sale**](https://www.commonsense.org/education/lesson/things-for-sale-k-2)Pupils examine product websites and understand that the purpose of the site is to encourage buying the product. Pupils learn methods used to promote products on these sites. | **Childnet –** [What is reliable?](http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter2) – SMART crew**Google -** [Search Literacy](http://www.google.com/insidesearch/howsearchworks/thestory/index.html) – How search works**Kidsmart –** [Safe Searching](http://www.kidsmart.org.uk/safesearching/) – Tips for children on how to search onlineFurther Lesson Idea: Create a webpage blog or wiki, you could use super action comic maker or any appropriate online space eg. <http://www.culturestreet.org.uk/> . Include hyperlinks, images, sounds and even video or animation clips. Link the activity to real life fund raising or community projects such as the Summer fair, Christmas performance or end of term prom. | Literacy – Non Fiction – persuasion.ICT - Developing ideas and making things happen, to use text, tables, images and sound to develop their ideas.Idea: Create a webpage blog or wiki, you could use [super action comic maker](http://www.artisancam.org.uk/flashapps/superactioncomicmaker/comicmaker.php) or any appropriate online space. Include hyperlinks, images, sounds and even video or animation clips. Link the activity to real life fund raising or community projects such as the Summer fair, Christmas performance or end of term prom.  |

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| **Age Category** | **Common Sense Media Unit** | **Resources**  | **Curriculum Opportunities** |
| Yr 3Relationships (Small).jpg | 4[**Show Respect Online**](https://www.commonsense.org/education/lesson/show-respect-online-k-2)Pupils explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages. | **CEOP** - [Cyber-Cafe](http://www.thinkuknow.co.uk/8_10/cybercafe/Cyber-Cafe-Base/)Thinkuknow resources exploring aspects of online communication**UK Safer Internet Centre** [Safer Internet Day](http://www.saferinternetday.org.uk/) Further Lesson Idea: Class communications charter focuses on the way that members of the group talk to one another and listen and respond to one another. This could be developed to support learning buddies, peer to peer mentoring, cross phase buddies etc. You could present this as a video using a simple flipcam. | PSHE – – New Beginnings – Create a class charter for communication based on positive rules.Literacy – Speaking Explain ideas and processes using imaginative and adventurous vocabulary and non-verbalgestures to support communicationListening and responding. Listen to others in class, ask relevant questions and follow instructions.Idea: Class communications charter focuses on the way that members of the group talk to one another and listen and respond to one another. This could be developed to support learning buddies, peer to peer mentoring, cross phase buddies etc.. You could present this as a video using a simple flipcam. |

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| **Age Category** | **Common Sense Media Unit** | **Resources**  | **Curriculum Opportunities** |
| Yr 3Relationships (Small).jpg | 5**[Writing Good Emails](https://www.commonsense.org/education/lesson/writing-good-emails-k-2)**Pupils learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey. | **Get Safe Online** - [Spam and scam email](https://www.getsafeonline.org/protecting-yourself/spam-and-scam-email/) Information for teachers and parents**Childnet –** [What should you accept?](http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew) SMART Crew videoFurther Lesson Idea: Design a glossary for online terminology, include emoticons :), :(, capitalization = shouting, and acronyms such as LOL. | English: Composition Use organizational and presentational devices to structure text and guide the reader.PSHE: Getting on and falling outIdea: Design a glossary for online terminology, include emoticons :), :(, capitalization = shouting, and acronyms such as LOL. |

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| **Age Category** | **Common Sense Media Lesson** | **Resources**  | **Curriculum Opportunities** |
| Year 4Self Image (Small).jpgRelationships (Small).jpg | Lesson 1[**Rings of Responsibility**](https://www.commonsense.org/education/lesson/rings-of-responsibility-3-5)Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens | **Childnet –** [Only a Game](http://www.childnet.com/resources/only-a-game) Drama resource on gaming**Digizen** – [Digital Values](http://www.digizen.org/digicentral/digital-values.aspx) Lesson plans and activity. **CEOP** - [Cyber-Cafe](http://www.thinkuknow.co.uk/8_10/cybercafe/Cyber-Cafe-Base/)Thinkuknow resources exploring aspects of online communication**UK Safer Internet Centre** [Safer Internet Day](http://www.saferinternetday.org.uk/)Further lesson idea:Linked to <http://www.digizen.org/digicentral/digital-values.aspx> activity - Create own digital compass questions and present as an online survey perhaps as part of a class blog. Use google docs to create a form, online survey tool such as survey gizmo, monkey or survey tool within school learning platform. Explain and justify choices of questions.  | PSHE: Good to be meEnglish: Reading - Provide reasoned justifications for their views. Composition - Plan their writing by noting and developing initial ideas, drawing on reading and research.ICT: Exchanging and sharing information – in a variety of formsIdea: Linked to <http://www.digizen.org/digicentral/digital-values.aspx> activity - Create own digital compass questions and present as an online survey perhaps as part of a class blog. Use google docs to create a form, online survey tool such as survey gizmo, monkey or survey tool within school learning platform. Explain and justify choices of questions.  |

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| **Age Category** | **Common Sense Media Lesson** | **Resources**  | **Curriculum Opportunities** |
| Year 4Privacy Icon (Small).jpgI-Literacy (Small).jpg | Lesson 2[**Private and Personal Information**](https://www.commonsense.org/education/lesson/private-and-personal-information-3-5)How can you protect yourself from online identity theft? Pupils think critically about the information they share online. | **Childnet** - [Young People and Social Networking Sites](http://www.childnet.com/ufiles/Young-people-and-social-networking-A.pdf)Advice for teachers and parents. **ICO** – [Personal information and information rights](https://ico.org.uk/for-organisations/resources-for-schools/primary-school-lesson-plans/) Lesson plans and resourcesFurther lesson idea:Google Digital Literacy TourCreate 2 T-shirt/baseball cap designs one that must feature public online profile information and the second that must feature personal or private information. Explore and discuss how Pupils would feel wearing each of the designs in a range of locations and scenarios, including at home, at school, in town, at the park.  | **PSHE:** Personal WellbeingUse case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behavior.**ICT:** Developing ideasBring together, draft and refine information, including through the combination of text, sound and image.**Idea:** Create 2 T-shirt/baseball cap designs one that must feature public online profile information and the second that must feature personal or private information. Explore and discuss how Pupils would feel wearing each of the designs in a range of locations and scenarios, including at home, at school, in town, at the park.  |

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| **Age Category** | **Common Sense Media Lesson** | **Resources**  | **Curriculum Opportunities** |
| Year 4Internet Safety (Small).jpgCyberbullying (Small).jpg | Lesson 3[**The Power of Words**](https://www.commonsense.org/education/lesson/the-power-of-words-3-5)Pupils consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Pupils identify actions that will make them Upstanders in the face of cyberbullying. | **Childnet –** [Who should you tell**?**](http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter4)[Skills School](http://www.childnet.com/young-people/skills-school) – Safety features explained**Office of the eSafety Commissioner** - [Cyberbullying](https://www.esafety.gov.au/esafety-information/esafety-issues/cyberbullying)Teachers resources**Artisancam** – [Super action comic maker](http://www.artisancam.org.uk/flashapps/superactioncomicmaker/comicmaker.php)software to create a comic book**BBC** - [CBBC – What is cyberbullying?](http://www.bbc.co.uk/newsround/13906802)BBC newsround series with video**Kidscape** - [Cyberbullying](http://www.kidscape.org.uk/advice/advice-for-young-people/)Advice for young people **DfE -** [Preventing and Tackling Bullying](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368340/preventing_and_tackling_bullying_october14.pdf) Advice for schools October 2014Further lesson idea:Create voxbox/ Big Brother Red chair to capture cause and effect of hurtful messages. You could use a simple video recorder, animated avatars or audio capture.  | PSHE: Getting on and falling out, BullyingEnglish: CompositionPlan their writing by noting and developing initial ideas, drawing on reading and research.Draft and write by describing the setting of feelings and atmosphere to convey the character.Idea: Create voxbox/ Big Brother Red chair to capture cause and effect of hurtful messages. You could use a simple video recorder, animated avatars or audio capture.  |

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| **Age Category** | **Common Sense Media Lesson** | **Resources**  | **Curriculum Opportunities** |
| Year 4I-Literacy (Small).jpg | Lesson 4[**The Key to Keywords**](https://www.commonsense.org/education/lesson/the-key-to-keywords-3-5)Pupils learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies. | **Childnet –** [What is reliable?](http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter2) Smart Rules**Kidsmart** [**–** Safe Searching](http://www.kidsmart.org.uk/safesearching/) **Google** – [How search works](https://www.google.com/search/howsearchworks/) Further lesson idea:Produce online Trivia Quiz, to be published on school website, or school blog, with a guide alongside to good searching, to help users find answers quickly. The guide pupils produce should be based on the knowledge learned from the unit.Set trivia questions based on school learning, topics and current music. Use variety of media links for the answers.Pupils could use simple PowerPoint with hyperlinks, or create using wikis or blogs, with hyperlinks to correct pages and answers. | **ICT:** Finding information - Pupils should be able to: consider the online information needed to solve a problem, complete a task or answer a question, and explore how information will be used**Literacy:** consider what the reader needs to know and include relevant details adapt style and language appropriately for a range of forms, purposes and readers**Idea:** Produce online Trivia Quiz, to be published on school website, or school blog, **with a guide alongside to good searching, to help users find answers quickly.** The guide pupils produce should be based on the knowledge learned from the unit.Set trivia questions based on school learning, topics and current music. Use variety of media links for the answers.Pupils could use simple PowerPoint with hyperlinks, or create using wikis or blogs, with hyperlinks to correct pages and answers. |

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| **Age Category** | **Common Sense Media Lesson** | **Resources**  | **Curriculum Opportunities** |
| Year 4Copyright (Small).jpgI-Literacy (Small).jpg | Lesson 5[**Whose is it,Anyway?**](https://www.commonsense.org/education/lesson/whose-is-it-anyway-3-5)Pupils learn that copying the work of others and presenting it as one’s own is called plagiarism. They also learn about when and how it's ok to use the work of others. | **All About explorers** - [Link to website](http://www.allaboutexplorers.com/)A website developed by teachers to help children to understand research skills**TES** - [Alleyk@tz Video](http://www.tes.co.uk/teaching-resource/The-Alleyktz-plagiarism-6190696/)Teachers resource on plagiarismFurther lesson idea:Create a collaborative piece of writing linked to a current curriculum focus. Include links to source information. You could use a wiki tool or something like popplet or an online thought mapping tool to create and present the information.   | English: Reading - distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction by being clear about the information they have been asked to locate. PSHE: - RelationshipsIdea: Create a collaborative piece of writing linked to a current curriculum focus. Include links to source information. You could use a wiki tool or something like popplet or an online thought mapping tool to create and present the information.  |

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| **Age Category** | **Common Sense Media Lesson** | **Resources**  | **Curriculum Opportunities** |
| Year 5Privacy Icon (Small).jpg | Lesson 1[**Strong Passwords**](https://www.commonsense.org/education/lesson/strong-passwords-3-5)Pupils learn how to create secure passwords in order to protect their private information and accounts online. | **Digizen** - [Perfect passwords](http://www.digizen.org/digicentral/perfect-passwords.aspx)Teacher’s resource and activities **Budd:e** -  [Password Power](http://portal.ccgs.nsw.edu.au/curriculum/budde/teachers/primary/pdf/lesson_plans/Budde_PasswordPower_Lesson.pdf)Lesson plan[**Symantec** - Password strength checker](http://rumkin.com/tools/password/passchk.php)Password security checking tool[How strong is my password?](https://howsecureismypassword.net/)**Netsmartz** - [Password Rap](http://www.netsmartz.org/netsmartzkids/passwordrap)Video**Roboform** - [How secure is my password?](http://howsecureismypassword.net/)Password strength checking tool Further lesson idea:Create storyboard, script and animation short to communicate ‘Do’s and don’ts for passwords’ for an identified audience (parents or pupils). You could use software such as J2e spotlight, digital blue movie creator, or an online tool such as goanimate | **ICT:** Communicating informationUse a range of ICT tools to present information in forms that are fit for purpose, meet audience needs and suit the content.**English**: WritingDevelop ideas, themes, imagery, settings and/or characters when writing to imagine, explore and entertain.**Idea:** Create storyboard, script and animation shortto communicate ‘Do’s and don’ts for passwords’ for an identified audience (parents or pupils). You could use software such as J2e spotlight, digital blue movie creator, or an online tool such as goanimate |

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| **Age Category** | **Common Sense Media Lesson** | **Resources**  | **Curriculum Opportunities** |
| Year 5Relationships (Small).jpgSelf Image (Small).jpg | Lesson 2[**Digital Citizenship Pledge**](https://www.commonsense.org/education/lesson/digital-citizenship-pledge-3-5)Pupils work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a We the Digital Citizens Pledge. | **Office of the eSafety Commissioner** – [Digital Citizenship](https://www.esafety.gov.au/education-resources/classroom-resources/digital-citizenship)Teachers resources**UK Safer Internet Centre** [Safer Internet Day](https://www.saferinternet.org.uk/safer-internet-day) Further lesson idea:Establish or further develop a class online community perhaps using the school learning platform, or an online resource like thinkquest.org Utilise the community to support cross curricular or wider school community activities such as a fund raising activity, or a sports or performance event.Review the effectiveness of the community, the need for establishing ground rules and positive practices. | **ICT**: Impact of technology - exploring how ICT changes the way we live our lives and has significant social, ethical and cultural implications.Communication and collaboration -exploring the ways that ICT can be used to communicate, collaborate and share ideas on a global scale, allowing people to work together in new ways and changing the way in which knowledge is created.**Idea**: Establish or further develop a class online community perhaps using the school learning platform, or an online resource like thinkquest.org Utilise the community to support cross curricular or wider school community activities such as a fund raising activity, or a sports or performance event.Review the effectiveness of the community, the need for establishing ground rules and positive practices. |

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| **Age Category** | **Common Sense Media Lesson** | **Resources**  | **Curriculum Opportunities** |
| Year 5Privacy Icon (Small).jpg | Lesson 3[**You’ve Won a Prize**](https://www.commonsense.org/education/lesson/youve-won-a-prize-3-5)Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it. | **BBC**– [Lady Jane Grey “beware what you download “](https://www.bbc.co.uk/cbbc/watch/p01g2ppl)Horrible histories video**Netsmartz** – [Router’s Birthday Surprise](http://www.netsmartzkids.org/RoutersBirthdaySurprise) Teacher notes and video**Media Smart** - [Digital Adwise](http://mediasmart.uk.com/resources/teaching-resources)(Registration needed)Lesson plans, parents resources on websites and online advertisingFurther lesson idea:Create a ‘Spam Spotters’ radio jingle. Locate and use appropriate sounds, for example Audio Network, you could try editing sounds using a tool such as audacity. | English: CompositionPlan their writing by noting and developing initial ideas, drawing on reading and research. Perform their own compositions, using appropriate meaning and intonation so that meaning is clear.ICT: Working with others to explore a variety of information sources and ICT tools e.g. using ICT tools to capture and change sounds.Reviewing modifying and evaluating work as it progressesReview what they and others have done to help them to develop their ideas.Idea: Create a ‘Spam Spotters’ radio jingle. Locate and use appropriate sounds, for example [Audio Network](http://www.audionetwork.nen.gov.uk), you could try editing sounds using a tool such as audacity. |

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| **Age Category** | **Common Sense Media Lesson** | **Resources**  | **Curriculum Opportunities** |
| Year 5I-Literacy (Small).jpg | Lesson 4[**How to Cite a Site**](https://www.commonsense.org/education/lesson/how-to-cite-a-site-3-5)Pupils reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources. | **Wikihow** - [Cite a site](http://www.wikihow.com/Cite-a-Website)Teacher resource – how to acknowledge a source of information appropriately**Google** – [How search works](https://www.google.com/search/howsearchworks/) Further lesson idea:Using sound and screen-recording software, such as Camtasia, each pupil produces a film of favourite sites to support home learning, with talk-over of why these sites are relevant, useful and learning-friendly. Finished films can be uploaded to blog sites or Youtube to support future learning. | **ICT: Communication and collaboration**exploring the ways that ICT can be used to communicate, collaborate and share ideas on a global scale, allowing people to work together in new ways and changing the way in which knowledge is created, whilst acknowledging sources.**Idea:** Using sound and screen-recording software, such as Camtasia, each pupil produces a film of favourite sites to support home learning, with talk-over of why these sites are relevant, useful and learning-friendly. Finished films can be uploaded to blog sites or Youtube to support future learning. |

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| **Age Category** | **Common Sense Media Lesson** | **Resources**  | **Curriculum Opportunities** |
| Year 5Copyright (Small).jpgI-Literacy (Small).jpgSelf Image (Small).jpg | Lesson 5[**Picture Perfect**](https://www.commonsense.org/education/lesson/picture-perfect-3-5)Pupils learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health. | **BBC** – [Saxon Monk – Internet Videos are Forever](https://www.youtube.com/watch?v=zrFpHAGCkm0) – Horrible Histories videoFurther lesson idea:“Who am I in the E-world?”Pupils could perform as role-play/drama, or create online presentation using Online sharing tool such as Animoto. If pupils do not have an online presence, then they could design them – what would their gaming tag be? What would their avatar look like? How might they use images in games in social networks etc? | **PSHE:** Personal identitiesUnderstanding that identity is affected by a range of factors, including positive sense of self.**Idea:** “Who am I in the E-world?”Pupils could perform as role-play/drama, or create online presentation using Online sharing tool such as Animoto. If pupils do not have an online presence, then they could design them – what would their gaming tag be? What would their avatar look like? How might they use images in games in social networks etc? |

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| **Age Category** | **Common Sense Media Lesson** | **Resources**  | **Curriculum Opportunities** |
| Year 6Internet Safety (Small).jpgRelationships (Small).jpg | Lesson 1[**Talking Safely Online**](https://www.commonsense.org/education/lesson/talking-safely-online-3-5)Pupils learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online. | **CEOP** - [Cyber-Cafe](http://www.thinkuknow.co.uk/8_10/cybercafe/Cyber-Cafe-Base/)Thinkuknow resources exploring aspects of online communication**Childnet** - [Captain Kara and Winston's Smart Crew](http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew)Cartoons illustrating the smart rules. **Netsmartz** – [Internet](https://www.netsmartz.org/InternetSafety) SafetyLesson resources on sharing personal information**BBC -** [Lonely Princess](http://www.bbc.co.uk/newsround/13908828)BBC Newsround special with Video “Caught in the Web”**Get Safe Online** – [Safeguarding Children](https://www.getsafeonline.org/safeguarding-children/)Information and resources for teachers and parents**ICO** – [Personal information and information rights](https://ico.org.uk/for-organisations/resources-for-schools/primary-school-lesson-plans/) Lesson plans and resourcesFurther lesson idea: ‘How to talk safely online’ Select appropriate tools to enable the creation of a child friendly multimedia advert or presentation based on key persuasive points about how to talk safely online. You could use picture teller, prezi, powerpoint, animoto, or any online presentation tool. | English: Writing Composition Identify the audience for and purpose of the writing. Create their own compositions using appropriate grammar and punctuation so that meaning is clear.ICT: Developing ideas and making things happenTo develop and refine ideas by bringing together, organising and reorganising, text tables images and sound. Idea: ‘How to talk safely online’ Select appropriate tools to enable the creation of a child friendly multimedia advert or presentation based on key persuasive points about how to talk safely online. You could use [Photo2Fun](http://apps.appshout.com/photo2fun/index.html) (on iOs and Android) or Photo Talk, prezi, powerpoint, animoto, or any online presentation tool. |

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| **Age Category** | **Common Sense Media Lesson** | **Resources**  | **Curriculum Opportunities** |
| Year 6Relationships (Small).jpgSelf Image (Small).jpg | Lesson 2[**Super Digital Citizen**](https://www.commonsense.org/education/lesson/super-digital-citizen-3-5)Pupils explore Spider-Man's motto, "with great power comes great responsibility" through the lens of digital citizenship. They create comic strips show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it. | **Office of the eSafety Commissioner** - [Balancing Time Online](https://www.esafety.gov.au/esafety-information/esafety-issues/balancing-online-time)Lesson resources**BBC** – [CBBC Stay Safe](http://www.bbc.co.uk/cbbc/topics/stay-safe) Guidance, resources, videos and quiz**Google** - [Google Safety Tips](http://www.google.com/safetycenter/families/start/)Security advice for parents and familiesFurther lesson idea:Link to extension activity present and publish an online comic or animation short. You could use software such as J2e spotlight, digital blue movie creator, or an online tool such as *goanimate*, super action comic maker, strip designed app, or *evernote* | **ICT:** Developing Ideas - solve problems by developing, exploring and structuring information, and deriving new information for a particular purpose.Communicating information - communicate and exchange information (including digital communication) effectively, safely and responsibly.Use a range of ICT tools to present information in forms that are fit for purpose, meet audience needs and suit the content.**English**: WritingDevelop ideas, themes, imagery, settings and/or characters when writing to imagine, explore and entertain.**Idea:** Link to extention activitypresent and publish an online comic or animation short. You could use software such as J2e spotlight, digital blue movie creator, or an online tool such as goanimate, super action comic maker, strip designed app, or evernote |

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| **Age Category** | **Common Sense Media Lesson** | **Resources**  | **Curriculum Opportunities** |
| Year 6Privacy Icon (Small).jpg | Lesson 3[**Privacy Rules**](https://www.commonsense.org/education/lesson/privacy-rules-3-5)Pupils learn that children’s websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy s of approval. | **Childnet** – [Supporting Young People Online](http://www.childnet.com/resources/supporting-young-people-online) Guide for parents / carers and teachers**Childnet** - [The Smart Crew](http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew) Cartoons and teacher resources. **BBC** – [It’s Personal resources](https://www.bbc.com/ownit/its-personal)Video showing how much information there is on the web about us. Rather dated, but with good messages.**CEOP Thinkuknow** -  [Jigsaw- Becky’s Story](https://www.youtube.com/watch?v=_o8auwnJtqE)Video about Becky and her online profile**BBC** - [Do you know how to stay safe?](http://www.bbc.co.uk/newsround/14979083)CBBC quiz on internet safetyFurther lesson idea: Create a staying safe promo video, using scripts that the class has developed | English: CompositionIdentify the audience for and purpose of the writing. Create their own compositions using appropriate grammar and punctuation so that meaning is clear. Perform their own compositions, using appropriate meaning and intonation so that meaning is clear.ICT: Reviewing modifying and evaluating work as it progressesReview what they and others have done to help them to develop their ideas.Idea: Create a staying safe promo video, using scripts that the class has developed |

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| **Age Category** | **Common Sense Media Lesson** | **Resources**  | **Curriculum Opportunities** |
| Year 6Cyberbullying (Small).jpgRelationships (Small).jpg | Lesson 4[**What’s Cyberbullying?**](https://www.commonsense.org/education/lesson/whats-cyberbullying-3-5)Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises. | **Office of the eSafety Commissioner** - [Cyberbullying](https://www.esafety.gov.au/esafety-information/esafety-issues/cyberbullying)Teachers resources and lesson plans**Kidscape** - [What is cyberbul](http://www.kidscape.org.uk/cyberbullying/)lying?Advice for families and children on cyberbullying**DfE -** [Preventing and Tackling Bullying](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368340/preventing_and_tackling_bullying_october14.pdf) Advice for schools October 2014Further lesson idea:Create voxbox/ Big Brother Red chair to capture cause and effect of hurtful messages. You could use a simple video recorder, animated avatars or audio capture. How does it feel? Use an online digital imagery tool such as *photostory, animoto* or <http://edu.glogster.com/> (Free – but registration needed) to create an eposter to depict how it feels to be the victim of a bullying incident. | PSHE: Getting on and falling out, Bullying - Say no to bullying, to recognize how their behavior affects other people, to realize consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities. English: CompositionPlan their writing by noting and developing initial ideas, drawing on reading and research.Draft and write by describing the setting of feelings and atmosphere to convey the character.Idea: Create voxbox/ Big Brother Red chair to capture cause and effect of hurtful messages. You could use a simple video recorder, animated avatars or audio capture. 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. |

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| **Age Category** | **Common Sense Media Lesson** | **Resources**  | **Curriculum Opportunities** |
| Year 6I-Literacy (Small).jpgSelf Image (Small).jpg | Lesson 5[**Selling Stereotypes**](https://www.commonsense.org/education/lesson/selling-stereotypes-3-5)Pupils explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for children. | **Let Toys be Toys** – [Lesson plan](http://www.lettoysbetoys.org.uk/lesson-plan-for-upper-ks2/)Challenging use of genders in adverts Upper KS2Hackney Learning trust – [Stereotyping in the Media](https://www.hackneyservicesforschools.co.uk/system/files/extranet/KS2%20Stereotyping%20in%20the%20Media%20Lesson%20Plan.doc)Lesson plan for Key Stage 2 | **PSHE**: Personal Wellbeing, critical reflection - reflect critically on their own and others’ values.Develop self-awareness by reflecting critically on their behaviour and its impact on others |