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| Subject: Computing – Introduction to Online Safety- Digital Literacy Year: PHASE ONE – Year A – Unit 1 of 4 ELG: no ELG for Computing NC/PoS:* use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
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| Prior Learning (what pupils already know and can do)How to stay safe and ask for help, not to talk to strangers. |
| End Points (what pupils MUST know and remember)EfaCW Statements:* I can use simple rules to stay safe online
* I can flag anything upsetting online
* I can recognise my private information
* I know information can stay online
* I know to be kind online
* I can explain my work belongs to me
* I can search information
* I can protect my devices
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| Key VocabularyOnline, trust, block, share, flag/report, digital footprint, private, public, personal information, permission, internet, search engine, website, browser  |
| Session 1: What is the internet and what does ‘online mean? Should know different devices that could connect to the internet* Lights
* Toys
* Televisions
* Computers
* Watches
* Ipads

Explore different tasks that require the use of internet and things that do not. Why do people go ‘online’?  |
| Session 2: Staying Safe OnlineChildren should understand:* What does ‘online’ and ‘offline’ mean
* The different ways to communicate with people ‘online’0 Facetime, video call, email, texting, calling, teams etc
* staying safe online is similar to staying safe in everyday life and that there are rules to follow.
* what is meant by personal information and the importance of keeping it private
* why they should not speak to strangers
* why they should speak with a trusted adult when something happens that they are not happy with
* what they should do if somebody makes them feel sad, upset, uncomfortable of embarrassed.
* when they put something online, it stays online.
* How to deny permission online

Use SMART Rules to devise a class set of rules to follow when working online.Vocabulary: flag, unkind, guide, hurtful, share, like, trust, block, model |
| Session 3: Digital FootprintChildren should understand: * what is meant by digital footprint
* information could be shared online and how could this be used to create ‘an image’ of someone.
* how sharing personal information online lead to danger within real life
* to never give out personal information such as name, address, photo etc
* They must ask permission to do something and online
* information can be kept private online through the use of strong passwords and what private means

Vocabulary: stranger, trust, in person, sharing, cloud, edit, control, information, private, digital footprint, public, personal |
| Session 4: Being Kind OnlineChildren should understand:* information that is shared online can stay there for a very long time
* importance of thinking twice before posting
* even if they try to delete something that doesn’t mean it hasn’t already been seen by someone.
* information can be shared by others making it difficult to know where it is and who has seen it.
* although they may share something online, someone else may decide to share it as their own.

Vocabulary: strangers, block, unkind, respect, understanding, permission, impersonate, pretend |
| Session 5: Safe SearchesChildren should understand:* we can use the internet to find information that we need; this is done using ‘search engines’.
* information on the internet is vast and that not all of it will be relevant.
* a good search is one that is simple and specific.

Vocabulary: internet, search engine, search, world wide web, browser |
| Future learning this content supports:The content of this unit will support other units on online safety and using devices responsibly. |