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| **SECTION** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Dangers and how to report** | In EYFS and KS1 children should become increasingly aware of how to be safe on the internet. Use your professional judgement as to what is appropriate to teach.  <http://www.cybersmart.gov.au/young%20kids.aspx>  <http://www.bbc.co.uk/cbbc/topics/stay-safe>  <http://www.everyschool.co.uk/i.c.t.-key-stage-1-internet-safety.html>  CBBC – Staying Safe | | | <https://www.thinkuknow.co.uk/8_10/>  <http://www.everyschool.co.uk/i.c.t.-key-stage-2-internet-safety.html>  <http://kidsmart.org.uk/>  [www.childnet.com](http://www.childnet.com)  CBBC – Staying Safe | | For videos:  [www.friendlyscreens.com](http://www.friendlyscreens.com)  Resource and ideas:  <https://www.thinkuknow.co.uk/8_10/>  <http://www.everyschool.co.uk/i.c.t.-key-stage-2-internet-safety.html>  <http://kidsmart.org.uk/>  CBBC – Staying Safe | |
| **Digital Citizenship – how to behave online (including information sharing)** | Digiduck’s Big Decision  Smartie The Penguin  [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) – Lee and Kim, Hector’s World  BBC – Caught in the Web | | | [www.childnet.com](http://www.childnet.com) – SMART Crew  BBC – Caught in the Web | | [www.childnet.com](http://www.childnet.com) – SMART Crew  BBC – Caught in the Web | |
| **Critical Thinking – is everything you read online true?** | For this topic, any of the above resources can be used to create discussion around encouraging children to be more critical online. Do they believe everything they read online? Do they believe everything someone may tell them online? **Teach the children to be their own gatekeepers, explain about Echo Chambers:**  <https://www.washingtonpost.com/news/in-theory/wp/2016/07/14/confirmed-echo-chambers-exist-on-social-media-but-what-can-we-do-about-them/?utm_term=.43d0242fedbe>   * Encourage exploration and discovery. * Learn to ask questions   Who?  What?  Where?  When?  How?  Feeling and emotions (social emotional domain) | | | | | | |
| **Cyber Bullying – see additional resources too.** | <http://www.kidsmart.org.uk/teachers/ks1/digiduck.aspx>  <http://www.kidsmart.org.uk/teachers/ks1/readsmartie.aspx> | | | <http://www.thinkuknow.org.au/kids/cyberbullying.asp>  <http://www.tes.co.uk/teaching-resource/Cyber-bullying-6084598/> | | <http://old.digizen.org/cyberbullying/fullFilm.aspx>  <http://www.bbc.co.uk/learningzone/clips/preventing-cyber-bullying/6131.html> | |
| **Digital Footprint** | N/A | See KS2 resources to help explain what a digital footprint is. | | A **digital footprint** is the trail or "**footprint**" that people leave online, such as emails, uploading videos and other forms of information. Children need to be aware of it and to know the implications of their digital footprint.  <http://www.kidsmart.org.uk/digitalfootprints/>  <http://www.cybersmart.gov.au/Kids/Get%20the%20facts/Digital%20footprint.aspx>  A checklist for children to work through:  <http://www.childnet.com/resources/online-reputation-checklist>  Videos:  <http://vimeo.com/6709512>  <https://www.youtube.com/watch?v=DwFE25f50P4>  For info (video)  <https://www.youtube.com/watch?v=2_M7UIeQqKw> | | | |
| **Cyber Security (Upper KS2)** | N/A | | | | | Cybersecurity involves the measures taken to protect a computer or computer system (as on the Internet) against unauthorized access or attack. The following website introduces this notion to children (Upper KS2) and gets them thinking about the implications of a breach. It gets children to think about career opportunities in the field of Cyber Security.  <http://www.bigambition.co.uk/securefutures> | |