Online Safety Lesson Resources EYFS - Year 6

Common Sense Education Characters:
Arms: focus on balancing time between the online and real world
Legs: focus on being an upstander (standing up for others)
Heart: focus on being kind to others online - link to our Golden Rule
Head: focus on discovering what is true and what is fake online, encourages to ask questions and be curious
Guts: focus on that 'trusty gut' to stay safe, link to that 'uh oh' feeling that makes us feel uncomfortable
Feet: focus on thinking carefully about our digital footprints

Character video introduction for the beginning of the year:
https://www.youtube.com/watch?v=X_duZ-1LApg
https://www.youtube.com/watch?v=-N7IRYMmbXU

Each character also has their own introductory video that you may wish to include before your lesson (links can be found below)

Autumn 1 Meet the Digital Citizens: Arms									
Term	**Resource**	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Autumn 1	Common Sense Education		Meet the Digital Citizens - Arms Finding Balance with Media and Tech Use at Home	Pause for People 30 mins	How Technology Makes You Feel 30 mins	Device-Free Moments 40 mins	Your Rings of Responsibility 45 mins	My Media Choices 45 mins Social Media Test Drive	Finding My Media Balance 45 mins Social Media Test Drive
	Supporting Resources		Jessie & Friends: Episode 1 - Watching Videos	Jessie & Friends: Episode 2 - Sharing Pictures	Jessie & Friends: Episode 3 - Playing Games	Lego Build & Talk: Screen Time Interland: Reality River	The Adventures of Kara, Winston and the SMART Crew: Chapter 1	Band Runner: Lock BBC Own It - Health, Wellbeing and Lifestyle	Internet Matters - Health, Wellbeing and Lifestyle Children's Commissioner: Digital 5 a Day

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Autumn 2 Cyberbullying, Digital Drama & Hate Speech Character - Legs: https://www.youtube.com/watch?v=TA_VqIGDJfg									
Term	**Resource**	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Autumn 2	Common Sense Education		Meet the Digital Citizens - Legs	Media Balance Is Important 25 mins	Pause for people 30 mins	Putting a STOP to Online Meanness35 mins	The Power of Words 45 mins	Be a Super Digital Citizen 45 mins	Is It Cyberbullying? 45 mins
	Supporting Resources		Digiduck's Big Decision Digi Duck Masks	Barefoot Computing: Safety Snakes	Smartie the Penguin (Lesson Plan, Year 2 Lesson A)	Interland: Kind Kingdom	Lego Build & Talk: Cyberbullying Band Runner: Like	BBC Own It: Cyberbullying Quiz BBC Own It - Online Bullying	Internet Matters - Online Bullying Chicken-Shop Grooming (Childnet)

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Spring 1 Relationships & Communication Character - Heart: https://www.youtube.com/watch?v=Y0jV-ixaucs									
Term	**Resource**	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Spring 1	Common Sense Education		Meet the Digital Citizens - Heart How to Make Meaningful Family Connections Using Media + Tech	Device Advice - Why We Pause for People 30 mins	Device Advice - Our Device Charter	Who Is in Your Online Community? 30 mins	Our Digital Citizenship Pledge 45 mins	Keeping Games Fun and Friendly 45 mins What is AI?	Digital Friendships 45 mins What is AI? How is AI Trained? AI Chatbots: Who's Behind the Screen?
	Supporting Resources	Smartie the Penguin for EYFS (Lesson Plan 1)	Detective Digiduck	Jessie & Friends: Episode 3	Barefoot - Who does this belong to?	Band Runner: Share	Band Runner: Chat	Adventures of Kara, Winston and the SMART Crew: Ch. 5 BBC Own It - Online Relationships + Online Reputation	Internet Matters - Online Relationships + Online Reputation Childnet: Trust Me Lessons
	Safer Internet Day	Safer Internet Day -- Reliability Online: Safer Internet Day Resources for 3-7 year olds				Safer Internet Day -- Reliability Online: Safer Internet Day resources for 7-11 year olds			

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Spring 2 News and Media Literacy Character - Head: https://www.youtube.com/watch?v=_50hjVml7eo									
Term	**Resource**	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Spring 2	Common Sense Education		Meet the Digital Citizens - Head	Media Balance Is Important - Quick Bite 25 mins	Device Advice - Managing Device Distractions	We the Digital Citizens 20 mins Digital Trails 40 mins	Is Seeing Believing? 45 mins	A Creator's Rights and Responsibilities 45 mins	Reading News Online 45 mins
	Supporting Resources	Smartie the Penguin Colouring Sheets	Barefoot Computing: Safety Snakes Choosing High-Quality Media for Your Kids	Smartie the Penguin (Lesson Plan for Year 1 Lesson A)	The Adventures of Smartie the Penguin (Year 2 Lesson B)	Lego Build & Talk: False Information Online Interland: Reality River	Interland: Mindful Mountain	Digital Matters - Introduction to Thinking Critically Online BBC Own It - Managing Online Information NCSC Cyber Sprinters	Digital Matters - Once Upon Online Internet Matters - Managing Online Information + Copyright & Ownership BBC Young Reporter - Fake News Project Real Fake News

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Summer 1 Privacy & Security Character - Guts: https://www.youtube.com/watch?v=rzNUo7Q_g-k									
Term	**Resource**	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Summer 1	Common Sense Education	Meet the Digital Citizens Song + Meet Digital Citizens Shortened Colouring Book	Meet the Digital Citizens - Guts How to use Media and Tech to Build Life Skills in Young Kids	Safety in My Online Neighbourhood 30 mins	Internet Traffic Light30 mins	That's Private! 30 mins	Password Power-Up 45 mins	Private and Personal Information 45 mins	You Won't Believe This!45 mins
	Supporting Resources	Smartie the Penguin for EYFS (Lesson Plan 2)		Smartie the Penguin (Lesson Plan for Year 1 Lesson B)	Pantosaurus and His PANTS song	Interland: Tower of Treasure Barefoot - Do the Right Thing P	Lego Build & Talk: Online Security Barefoot - You're the Jury	Barefoot - The Phisherman game BBC Own It - Privacy & Security	NCSC Cyber Sprinters Internet Matters - Privacy & Security + Digital Matters Barefoot - You're the Cyber Security Expert
	Home Activities	Internet Matters - Advice for Families	Internet Matters - Advice for Families	Internet Matters - Advice for Families	Internet Matters - Advice for Families	NCSC - Adventure Stories	NCSC - Adventure Stories	NCSC - Adventure Stories	NCSC - Adventure Stories

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Summer 2 Digital Footprint & Identity Character - Feet: https://www.youtube.com/watch?v=ZLFsBxQnFOI									
Term	**Resource**	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Summer 2	Common Sense Education		Meet the Digital Citizens - Feet Raising Healthy Kids in a Digital World	Device Advice - Caring for Our Devices	Pause for People - Quick Bite 30 mins	We the Digital Citizens 20 mins Digital Trails	This Is Me 45 mins	Our Online Tracks 45 mins	Beyond Gender Stereotypes 45 mins
	Supporting Resources	Digiduck's Famous Friend	Digiduck and the Magic Castle	Digiduck Saves the Day	BBC Own It: Digital Footprint: What Is It and Why Should I Care?	BBC Own It: Where Are Your Photos Going? Lego Build & Talk: Digital Footprints	The Adventures of Kara, Winston and the SMART Crew: Chapter 4	Search It Up: My Popstar Disaster BBC Own It - Self-Image & Identity	Internet Matters - Self-Image & Identity Are You Living an Insta Lie? Social Media vs. Reality

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Year 1-6 Curriculum Standards Alignment

Education for a Connected World's strands align with Common Sense Education's Digital Citizenship strands:

Education for a Connected World	Common Sense Education
Self Image & Identity	Healthy Habits; Media Balance & Well-Being
Online Relationships	Relationships & Communication
Online Reputation	Relationships & Communication
Online Bullying	Cyberbullying, Digital Drama & Hate Speech
Managing Online Information	News & Media Literacy
Health, Wellbeing and Lifestyle	Media Balance & Well-Being
Privacy and Security	Privacy & Security
Copyright and ownership	News & Media Literacy

National Curriculum in England: Computing Programmes of Study -- KS 1 & 2	**Key Stage 1 - Pupils should be taught to:** • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • 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 **Key Stage 2 - Pupils should be taught to:** • understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Relationships Education, Relationships and Sex Education (RSE) and Health Education	**Online Relationships - Pupils should know:** • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online even when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report

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	them. • how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. • how information and data is shared and used online. **Being Safe - Pupils should know:** • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice (e.g. family, school and/or other sources). **Mental Well-Being - Pupils should know:** • that mental well-being is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activities, on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.

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	• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental health issues. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. **Internet Safety and Harms - Pupils should know:** • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices, and the impact of positive and negative content online on their own and others' mental and physical well-being. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online, and the importance of keeping personal information private. • why social media, some computer games, and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying, and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online, including understanding that information, such as that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Keeping Children Safe in Education	• Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. • This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The government has made regulations that will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020. • Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.
Teaching Online Safety in School	• Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects.

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