

Prior Knowledge

If I feel sad I can speak to an adult I can trust .
How to use the internet with adult support to communicate with people I know.
Why it is important to be considerate and kind to people online
What information I should not put online without asking a trusted adult first
How to behave online in ways that do not upset others and can give examples
Demonstrate how to safely open and close applications and log on and log off from websites;
Rules to keep me safe when I am using technology

Passwords are like keys!



This Unit should be taught alongside the Y2 PSHE Knowledge organiser called:
Keeping Safe

Vocabulary

Reliable - able to be trusted
Online - controlled by or connected to a computer.
Personal - belonging to or affecting a particular person
Stranger - a person whom one does not know or with whom one is not familiar.
Internet - a global computer network providing a variety of information and communication facilities
Privacy Settings - controls available on many websites and apps to limit who can access your profile and what information can be seen
Password-a secret series of numbers or letters required for access to a computer
Online Relationships - a relationship between people who interact online and may only know each other via the internet.

NC Learning Objectives

To 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.
CONDUCT - To explain how to use technology safely responsibly and respectfully
CONDUCT - To explain how to keep personal information private
CONTENT and **CONTACT** - To explain what to do if I have concerns about content or contact online

Scheme of Lessons– Project Evolve (on Google Drive

- 1) **Lesson 1:** how other people may look and act differently online and offline.
- 2) **Lesson 2:** give examples of issues online that might make someone feel sad.
- 3) **Lesson 3:** how to use technology to communicate with others they don't know offline and explain why this might be risky—This could lead into writing a class email to someone
- 4) **Lesson 4-** I can explain who I should ask before sharing things about myself or others online
- 5) **Lesson 5:** I can explain how passwords can be used to protect information, accounts and devices.
- 6) **Lesson 6:** I can explain and give examples of what is meant by 'private' and 'keeping things private'.

Skills

I can follow the school's safer internet rules.
I can give examples of issues online that might make them feel sad,
I can recognise that there are other people on the internet and this affects how they should use it.
I can send and receive emails safely.
I understand why passwords shouldn't be shared.
I can use keywords in search engines and explain why some information online may not be true
I can recognise advertising on websites and learn to ignore it.

What will I know by the end of this unit?

Know that identity online can be different to real life identity
Be aware that there are ways that people can make their identity different online
There may be online issues that might make them feel sad, worried, uncomfortable or frightened
Know how to use the Internet to communicate with people they do not know well
I know how to keep things private and what makes a good password.

ECP Annual Workshop Y2

Identify devices that can access the internet
Explore what we can enjoy doing online (Videos, games, connecting with others etc)
Identify what our personal information is, and why it is important not to share this online
Explore new ways we can protect our personal information
Explore the ways we need to be kind and caring when we are online
Identify who trusted adults are that you can talk to and get help from if you experience problems online
Where to get help -CEOP and Childline as sources of support



Safer Internet Day will happen in early February and extra resources will be shared with you nearer the time.

