Chesham Bois CE School

E-Safety Scheme of Work

Vision Statement

As a Church of England School we place the child at the centre of all we do. We welcome children and families of all faiths and of none. Our work is motivated and inspired by our core Christian values which are lived out on a daily basis by children and adults in the school. We provide a caring, nurturing learning environment in which all children can achieve and grow together.

Aim

Our aim is that when our children leave Y6, ready to transfer to the next stage of their education, they are safe and responsible digital citizens. We aim to achieve this by teaching and enabling the children to:

- Understand different forms of social media
- Be digitally aware
- Be familiar with different networkable devices
- Use search engines for research
- Use e-mails to communicate
- Understand safe practices
- Be transparent
- Model good practise
- Be confident users of social media
- Be responsible users of social media
- Follow a developmental scheme of work
- Keep up to date with digital developments
- Understand the range of implications of their online activities
- Be discerning researchers
- Be members of an online community

Progression in Learning

Children will initially gain the skills to allow them to understand what the internet is and to make good choices about whether or not they should be using it at all. We then move on at each year level to allow children to discuss what appropriate usage of the internet is and allow them to acquire the skills to deal with any situation in a safe and secure manner.

- Reception

We believe that children of reception age should not be using any application that can connect to the internet without adult supervision. At this age, children are not yet developmentally able to understand the range of issues that can potentially arise through their use. Instead, we focus on improving the children's understanding about what happens when they press buttons on networkable devices. We consider the range of implications their actions could have and discuss ways in which they can avoid potentially unwanted situations arising - such as making unwanted purchases or accessing sites that are not suitable for them.

Reception age children do, however, begin to discuss what social media is though the consideration of print resources. They discuss ways in which we can communicate and share ideas with each other and how we can do this in a manner that considers the feelings of others.

- Year 1

In Year 1 children begin to consider in more detail what the internet is and how not everything they encounter there is strictly what it appears to be. They consider the concept of avatars and how sometimes these avatars can be controlled by other people. The children learn strategies to identify characters that they encounter in game environments which are behaving oddly.

Children also discuss messaging and how the games they play can sometimes allow them to communicate with people they don't know. We ensure that children realise that the avatars they are talking to are not always who they say they are and demonstrate how easy it would be for an adult to pretend they are a child.

- Year 2

Year 2 children build on the skills they have developed in Year 1 in being careful who they interact with online to now considering their own behaviour online and how it can be perceived by others. We look at tone and language and how easily the things we say can be understood out of context.

We also begin to look at safe searching through the use of http://www.safesearchkids.com/. Children consider the range of tasks, apart from gaming, that the Internet can be used for; alongside the potential risks. Children learn strategies that help them to locate appropriate information quickly while avoiding potentially problematic sites.

In addition, children begin to look at the importance of passwords and how to select safe and secure protection for accounts they may have.

- Year 3

Children in Year 3 continue to build on the skills they have learnt in the previous years. The communication branch of the curriculum begins to incorporate the idea of email and how it can be used to contact anyone, as long as you have the address. Conversely, we also consider the implications of anyone with your address being able to contact you. The children look at SPAM and how their e-mail provider will filter their inbox, but will develop their ability to filter messages themselves using strategies to identify likely scam and phishing e-mails.

To facilitate development of the above skills, the Year 3 class will set up a class email account. We hope that this will allow children an opportunity to practise not only identifying potentially unwanted emails, but also model good practice in writing and responding to emails to a and from a range of other people. This also leads on to a fuller consideration of their digital footprint as they begin to make use of the ability to attach different pieces of media to their communications.

Year 3 children build on their search skills by beginning to use the full Google search engine to find the information they require. They consider the difference between the results shown on the safesearchkids site and the full site.

- Year 4

In Year 4 all of the children at CBS are given their own Google account. This allows them access to messaging within the confines of the CBS domain (i.e. only with other people that have a CBS issued email address). We believe that it is very important for the children to begin to develop the skills and the maturity to make use of e-mail effectively, but within as safe as an environment as possible. At this stage, we have an expectation that the children only access their e-mail accounts within school.

The children are also introduced to the concept of sharing and collaborating on work using the Google Apps suite of Web tools. Again, we emphasise how children use these resources maturely, considering the language they use when communicating. This is extended through the construction of a class website using Google Sites. Here children can share the work they create with the school community, prompting the consideration of not only the quality of work they curate but also how others perceive might perceive it. We also invite the children to comment on the work of others online - reinforcing the concepts of CARE they learn about in PSHCE.

- Year 5

As children transition to upper KS2 we extend children's digital literacy and build on their growing independence. A key part of this is to now explore the tools students can use to ensure their own privacy while online - without the need to rely on adults to keep them safe. Children explore how to turn on safesearch on a range of different search engines. They consider why different search engines can turn up different results, how advertising plays an important part in how they experience websites and crucially how to identify whether sites are trustworthy or not - particularly in relation to fake news. They also look in more depth at how to control who files are shared with using Google Apps, and manipulate the different levels of privacy they give to documents they create.

We try to extend this mature approach to keeping themselves safe by looking at controls on a range of devices that children often use to access the internet and interact socially. These include game consoles, I-Pads, mobile phones and other networkable devices.

The children continue to contribute to their class websites, making mature decisions about the work that they share and the language they use to comment on each other's work. We allow the children in Year 5 to access other year groups' websites and contribute constructively.

Finally, Year 5 children also begin to learn about how the Internet is used to make money and why a lot of interesting tools and content are free to download. Children look at how advertising is adapted to different users which leads on to discussions about how their activities and preferences are tracked by the websites they use. We also look at how e-mail addresses are harvested through some websites and apps and sold onto other companies.

- Year 6

In Year 6 we try to prepare the children for the much more demanding world they will encounter when they move up to secondary school. At CBS we believe that primary age children should not have access to any of the popular social networking sites such as Facebook, Snapchat and Instagram. However, we also realise that children often are allowed access at home or experience them through older siblings. Thus we try to prepare children as best we can for this exposure.

We look in depth at how children can be sensible about the information they share about themselves. We consider examples of how different digital artefacts shared by other children have put them in danger, how some adults and older children can use these sites to groom younger children and try to emphasise the risks of sharing pictures of themselves with other people. We will include a full and frank discussion regarding sexting at the end of Year 6 alongside our programme of talks regarding sex and puberty.

Year 6 children are also invited to consider in detail how their comments can contribute to cyber-bullying, the potential effects of cyber-bullying and how they can avoid becoming victims themselves.

Another important consideration for year 6 children as they begin to use a range of other people's work within their own pieces, is to consider which items on the Internet are open access and which they should not use. We also look at citing their sources and giving credit to others.

Children in Year 6 are also trusted to begin using their e-mail addresses and Google Apps accounts at home to allow them to communicate and collaborate with the other children in their class - particularly when participating in STRIDE and when completing their end of year exhibition projects.