Year 2 eSafety Curriculum

(eSafety is taught through our Computing and PSHE Curriculums)

Unit	Online Safety Coverage	Education for a Connected World
Unit 2.1 **We are astronauts**	The pupils must let their teacher know if they encounter inappropriate material when they search the web. If the pupils use third-party images in their projects, they should use images with public domain or Creative Commons licences. The pupils may upload their projects to the Scratch website, if they have registered for accounts using a parent's e-mail address. They learn to observe MIT's terms and condition.	**Online Reputation** I know who to talk to if I think someone has made a mistake about putting something online. I can explain how information put online about me can last for a long time. **Managing Online Information** I can use keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). **Health, Well-being and Lifestyle** I can explain simple guidance for using technology in different environments and settings. I can say how those rules/guides can help me. **Copyright and Ownership** I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them.
Unit 2.2 **We are games testers**	There are concerns about the violent nature of some games. Choosing games wisely, including observing PEGI age restrictions and playing in moderation, are aspects of the safe and respectful use of technology that pupils learn about in this unit. As in Unit 2.1, the pupils may upload their projects to the Scratch website, if they have registered for accounts using a parent's e-mail address. Comments on the Scratch website are not moderated before they appear, although the pupils can report any which are inappropriate. This provides an opportunity to learn about where to go for help and support when they have concerns about content or contact.	**Online Reputation** I know who to talk to if I think someone has made a mistake about putting something online. I can explain how information put online about me can last for a long time. **Health, Well-being and Lifestyle** I can explain simple guidance for using technology in different environments and settings. I can say how those rules/guides can help me. **Privacy and Security** I can explain how many devices in my home could be connected to the internet and can list some of those devices. I can explain what passwords are and can use passwords for my accounts and devices. I can describe and explain some rules for keeping my information private. I can describe how online information about me could be seen by others.
Unit 2.3 **We are photographers**	The children learn that once images are posted online, it's impossible to control what happens to them. Facial recognition software and geotagging mean that those posting images might inadvertently fail to keep some personal information private. The children learn how to minimise these risks, and learn what they should do if they have concerns about images they encounter on the web. The children also learn about what is acceptable and unacceptable to photograph, for example, that it is usually not a good idea to take or share photographs in which children can be identified, or that might reflect badly on the school.	**Self-Image and Identity** I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. I can describe ways in which people might make themselves look different online. I can explain how other people's identity online can be different to their identity in real life. **Online Reputation** I know who to talk to if I think someone has made a mistake about putting something online. I can explain how information put online about me can last for a long time. **Privacy and Security** I can describe how online information about me could be seen by others.

Unit 2.4 **We are researchers**	The pupils consider how to stay safe while researching online, and show respect for others' ideas and intellectual property by citing their sources, and using licensed images. Safe search filters are in place for using Google or Bing and school internet access is filtered.	**Self-Image and Identity** I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. I can describe ways in which people might make themselves look different online. I can explain how other people's identity online can be different to their identity in real life. **Managing Online Information** I can use keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). I can explain why some information I find online may not be true. I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. **Copyright and Ownership** I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them.
Unit 2.5 **We are detectives**	The pupils learn about some of the risks associated with email. They learn that attached files can contain viruses or other harmful programs, that email addresses and embedded links can be 'spoofed', and that 'spam' is a common problem. It is recommended that all emails are sent and received via a single class email address. The password for this account is not shared with children. If the children do use individual accounts, they'll need to keep their account details private and share their email address only with people they know and trust.	**Self-Image and Identity** I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. I can describe ways in which people might make themselves look different online. I can explain how other people's identity online can be different to their identity in real life. **Online Relationships** I can give examples of how I might use technology to communicate with others I don't know well. I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country). **Online Reputation** I know who to talk to if I think someone has made a mistake about putting something online. I can explain how information put online about me can last for a long time. **Privacy and Security** I can explain how many devices in my home could be connected to the internet and can list some of those devices. I can explain what passwords are and can use passwords for my accounts and devices. I can describe and explain some rules for keeping my information private. I can describe how online information about me could be seen by others.
Unit 2.6 **We are zoologists**	The pupils again learn that when sharing photographs and geo-location information online they need to consider the importance of keeping personal information private; they achieve this by not including names or photographs of people. The pupils are taught to respect rules for using digital equipment when out of the classroom, to ensure the equipment is kept safe and that they are not so focused on using it that they become unaware of risks around them.	**Online Reputation** I know who to talk to if I think someone has made a mistake about putting something online. I can explain how information put online about me can last for a long time. **Health, Well-being and Lifestyle** I can explain simple guidance for using technology in different environments and settings. I can say how those rules/guides can help me. **Privacy and Security** I can explain how many devices in my home could be connected to the internet and can list some of those devices. I can explain what passwords are and can use passwords for my accounts and devices. I can describe and explain some rules for keeping my information private. I can describe how online information about me could be seen by others.

		Health, Well-being and Lifestyle
KS1 Acceptable Use Policy		I can explain simple guidance for using technology in different environments and settings. I can say how those rules/guides can help me.
Anti-Bullying Week		**Online Relationships** I can give examples of how I might use technology to communicate with others I don't know well. I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country). **Online Bullying** I can talk about how someone can/would get help about being bullied online or offline. I understand how bullying can make someone feel. I can give examples of bullying behaviour and how it could look online.
Healthy and Safer Lifestyles: Digital Lifestyles		**Health, Well-being and Lifestyle** I can explain simple guidance for using technology in different environments and settings. I can say how those rules/guides can help me. **Online Bullying** I can talk about how someone can/would get help about being bullied online or offline. I understand how bullying can make someone feel. I can give examples of bullying behaviour and how it could look online. **Online Relationships** I can give examples of how I might use technology to communicate with others I don't know well. I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Education for a Connected World	Online Reputation Managing Online Information Health, Well-being and Lifestyle Copyright and Ownership	Online Reputation Health, Well-being and Lifestyle Privacy and Security	Self-Image and Identity Online Reputation Privacy and Security	Self-Image and Identity Managing Online Information Copyright and Ownership	Self-Image and Identity Online Relationships Online Reputation Privacy and Security	Online Reputation Health, Well-being and Lifestyle Privacy and Security
PSHE (Cambridge Curriculum)		Online Bullying Online Relationships		Health, Well-being and Lifestyle Online Bullying Online Relationships		