



# Year 1 eSafety Curriculum

(eSafety is taught through our Computing and PSHE Curriculums)



Unit	Online Safety Coverage	Education for a Connected World
<b>Unit 1.1 We are treasure hunters</b>	The children learn to use simple programmable toys safely and sensibly, as well as showing respect for the work of their peers. Web access is supervised and safe practices are encouraged. Similarly, any filming is done with appropriate consent and assent.	<b>Self-Image and Identity</b> If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.
<b>Unit 1.2 We are TV chefs</b>	The pupils learn how to use digital video cameras safely and to show respect to those they are filming, including recognising the need for consent and assent. The importance of not sharing videos more widely than is appropriate is considered, as is the need to exclude information that might identify individuals from video recordings. When using the web, pupils learn to turn the screen off and tell their teacher if they encounter material that concerns them. The pupils also start to learn about copyright, recognising that they own the copyright in their original work and that this cannot be published or copied without their permission.	<b>Self-Image and Identity</b> If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. I can recognise that there may be people online who could make me feel sad, embarrassed or upset. <b>Online Reputation</b> I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first. <b>Online Bullying</b> I can describe how to behave online in ways that do not upset others and can give examples. <b>Copyright and Ownership</b> I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name on content).
<b>Unit 1.3 We are painters</b>	In searching for images on the web, pupils work initially from a set of carefully chosen sites. They again learn that they should turn the screen off and tell their teacher if they encounter material that concerns them. If work is uploaded to a public area, the importance of protecting the children's identities is recognised, as is their intellectual property rights over their original work. An extension activity provides an initial opportunity for the children to learn some aspects of using email safely.	<b>Managing Online Information</b> I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. I can use simple keywords in <b>search engines</b> . I can use the internet to find things out. <b>Self-Image and Identity</b> If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. I can recognise that there may be people online who could make me feel sad, embarrassed or upset. <b>Online Relationships</b> I can use the internet with adult support to communicate with people I know. I can explain why it is important to be considerate and kind to people online. <b>Online Bullying</b> I can describe how to behave online in ways that do not upset others and can give examples. <b>Copyright and Ownership</b> I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name on content).

<b>Unit 1.5 We are storytellers</b>	The pupils learn to use audio recorders or microphones and audio recording software safely and sensibly. The	<b>Online Reputation</b> I can recognise that information can stay online and could be copied.
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	pupils need to be aware of copyright material, and show appropriate respect for the owners of intellectual property when using technology. Regard is shown for appropriate consent and assent, school policies and third party terms and conditions if the pupils' stories are uploaded to external websites.	<p>I can describe what information I should not put online without asking a trusted adult first.</p> <p><b>Online Bullying</b> I can describe how to behave online in ways that do not upset others and can give examples.</p> <p><b>Copyright and Ownership</b> I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name on content).</p>
<b>Unit 1.6 We are celebrating</b>	The pupils have an opportunity to search for images on the web, and again learn to use technology safely, switching off the screen if they have concerns, and reporting these to their teacher. The pupils are taught to respect the copyright conditions associated with any third party images they use. Pupils only use photos of themselves if appropriate permission is in place. If children share their work, then attention is paid to protecting their identity and copyright. If they send cards by email they use a class address and consider some aspects of using email safely.	<p><b>Managing Online Information</b> I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. I can use simple keywords in <b>search engines</b>. I can use the internet to find things out.</p> <p><b>Self-Image and Identity</b> If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> <p><b>Online Relationships</b> I can use the internet with adult support to communicate with people I know. I can explain why it is important to be considerate and kind to people online.</p> <p><b>Online Reputation</b> I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.</p> <p><b>Online Bullying</b> I can describe how to behave online in ways that do not upset others and can give examples.</p> <p><b>Copyright and Ownership</b> I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name on content).</p> <p><b>Privacy and Security</b> I can explain why I should always ask a trusted adult before I share any information about myself online. I can explain how passwords can be used to protect information and devices.</p>
<b>KS1 Acceptable Use Policy</b>		<p><b>Health, Well-Being and Lifestyle</b> I can explain rules to keep us safe when we are using technology both in and beyond the home. I can give examples of some of these rules.</p>
<b>PSHE Unit: Healthy and Safer Lifestyles: Managing Safety and Risk</b>		<p><b>Privacy and Security</b> I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).</p>

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Education for a Connected World</b>	Self-Image and Identity	Self-Image and Identity Online Reputation Online Bullying Copyright and Ownership	Self-Image and Identity Online Reputation Online Bullying Copyright and Ownership	Managing Online Information Self-Image and Identity Online Relationships Online Bullying Copyright and Ownership	Online Reputation Online Bullying Copyright and Ownership	Managing Online Information Self-Image and Identity Online Relationships Online Reputation Online Bullying Copyright and Ownership Privacy and Security
<b>PSHE (Cambridge Curriculum)</b>	Privacy and Security	Privacy and Security				