



Experiences and Outcomes	Pathway – <i>Internet safety</i> 	Benchmarks
<p>Technologies Cyber resilience and internet safety</p> <p>I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure. TCH 2-03a</p> <p>Health and Wellbeing Relationships</p> <p>I am aware that positive friendships and relationships can promote health and the health and wellbeing in others HWB 0-44b / HWB 1-44b / HWB 2-44b /</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 0-45b / HWB 1-45b / HWB 2-45b /</p> <p>Social wellbeing As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others HWB2-09a</p>	<p>The skills in this pathway are repeated across the second level, but in different ways and at differing levels. It is not easy to separate them across the second level.</p> <ul style="list-style-type: none"> • I use strong passwords. • I can report concerns on the internet and on various platforms. • I can recognise when someone has been unkind online. • I can suggest ways which I can be kind online with my own family and friends. • I can recognise that being kind online is just as important as being kind in the real world. • I can identify ways in which things could spread online • I can plan ways in which I will minimise my information being spread online • I can identify the features of online bullying. • I can talk about how actions online can have consequences now and in the future • I can understand that actions online leave digital footprints and that erasing an action does not mean it is completely gone from the Internet • I can think critically about my actions online for future contexts • I can explain the law regarding age restrictions for social media platforms and explain reasons for this. • I know how to keep social media accounts private and why I should do this. • I am aware of the need to behave responsibly online. • I can explain how I behave responsibly online 	<p>First Level Technologies (<i>Prior to beginning second level outcomes please assess the following First Level benchmarks</i>)</p> <ul style="list-style-type: none"> • Demonstrates understanding of my rights and responsibilities as a digital citizen. • Demonstrates understanding of the potential dangers online and who to go to for advice and who to report a concern to. • Demonstrates an understanding for the need for strong passwords. • Explains the need to get a person's permission before taking a picture or video of them. <p>Second Level Technologies</p> <ul style="list-style-type: none"> • Demonstrates an understanding of the content they should include in an online profile. • Discusses the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions. • Identifies appropriate ways to report concerns. • Uses strong passwords. • Has an understanding of the law as it relates to inappropriate or illegal online behaviours, for example, the sharing of inappropriate images <p>Second Level Health and Wellbeing</p> <ul style="list-style-type: none"> • Identifies different types of friendships and relationships • Explains the impact of positive relationships on wellbeing • Identifies abusive and bullying behaviour, for example online, face to face and knows where to go for help • Explains rights and responsibilities in relation to abuse.



Suggested Activities – *Internet safety*



Please remember that it is okay to repeat information over the whole of the primary school. It is immensely important that we repeat the messages regarding internet safety on a regular basis and use opportunities across the years to emphasis and repeat points. Always come back to key ideas in the Be SMART with a heart acronym.

Please look at these suggestions to see if they are suitable for your class prior to using them.

Use the activities for your year group and you can revisit previous activities, but to support your colleagues, please try not to use activities suggested in the following year group.

Link to SMART with a heart explained - <https://www.childnet.com/young-people/primary/get-smart>

Link to SMART with a heart posters to download – <https://www.childnet.com/resources/be-smart-online>

Link to advice for reporting of posts social media - https://www.thinkuknow.co.uk/11_13/help/Contact-social-sites/

Social media checklists - <https://swgfl.org.uk/resources/checklists/> (might be worth downloading or school purchasing)

Suggestions for P5

Azomee series of lessons –

<http://azomee.com/index.php/teachers/>

Social media advice and online bullying -

<https://www.bbc.co.uk/newsround/35522573>

Own it app -

<https://www.bbc.com/ownit/take-control/own-it-app>

Suggestions for P6

Series of 4 lessons - revisiting and extending safety messages with different content – Staying safe online; digital footprint, taking care of your mobile; being a good digital citizen

<https://www.outofyourhands.com/online-safety/>

Cyberbullying –

<https://www.bullying.co.uk/cyberbullying/>

<https://www.bbc.co.uk/cbbc/curations/anti-bullying-week>

Various Newsround clips about online safety –

<https://www.bbc.co.uk/newsround/44074704>

Suggestions for P7

Think before you post lesson–

<https://educateempowerkids.org/lesson-think-speak-post-hit-send/>

Up to us -

<https://www.saferinternet.org.uk/safer-internet-day/sid-2015/young-people-declare-better-internet-up2us>
 (Idea - children make a video similar to be shared at assembly)

Stop speak support – not being a bystander when online bullying taking place

<https://www.bbc.co.uk/newsround/42008249>
https://www.internetmatters.org/wp-content/uploads/2019/02/NSPCC_stop-speak-support-school-pack.pdf
<https://www.internetmatters.org/issues/cyberbullying/stop-speak-support/>

Live streaming - <https://www.thinkuknow.co.uk/professionals/resources/live-streaming/>

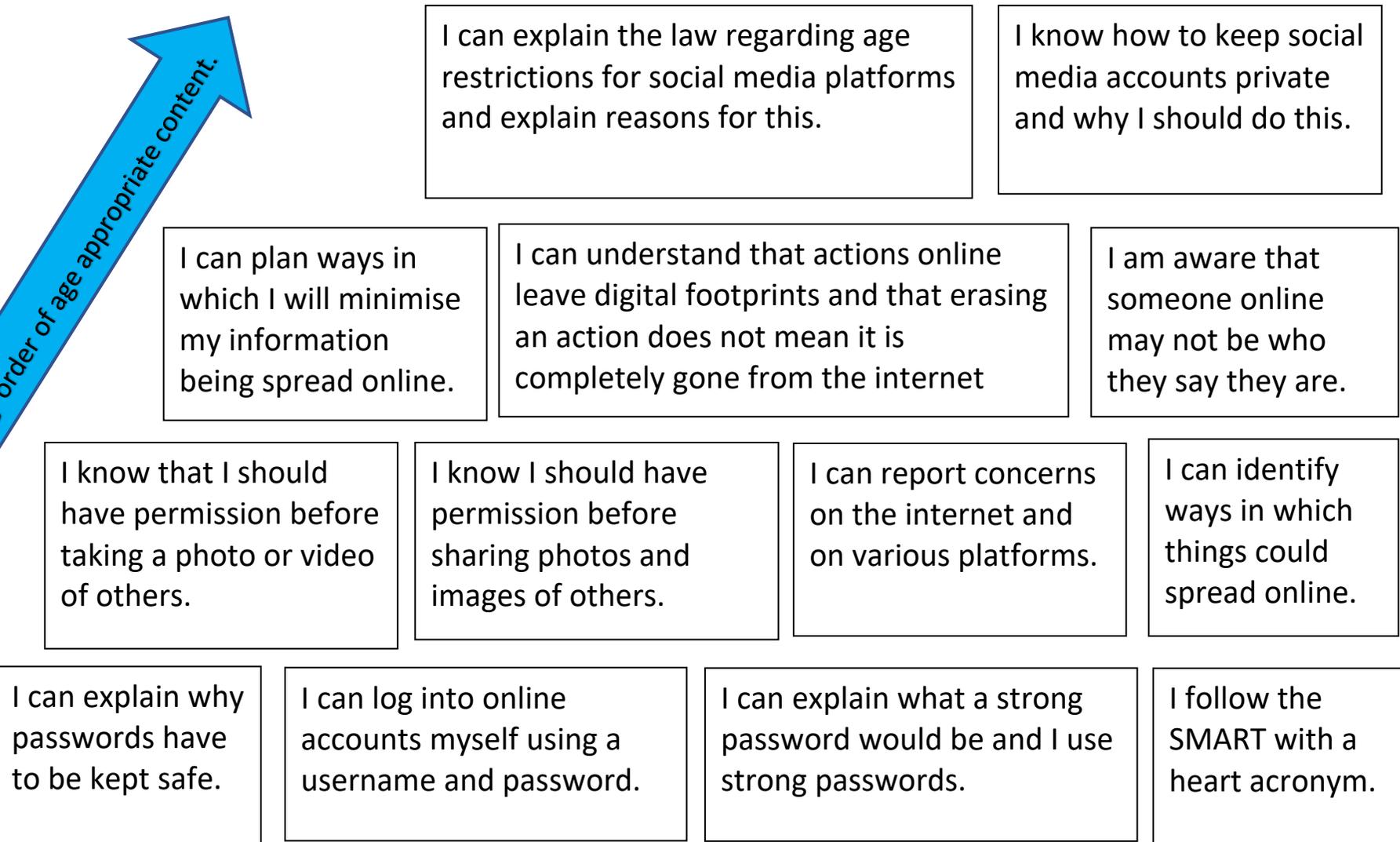
Only use the resources suitable for 8 – 11 years old

- Three 20 minute activities for 8-11 year olds on building confidence and self-esteem in children, and knowing who to trust online
- Three 20 minute activities for 8-11 year olds exploring positive and negative attention



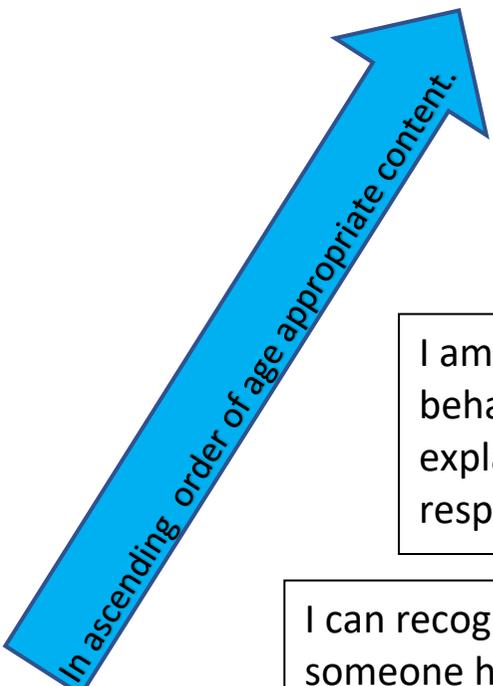
Internet safety messages

In ascending order of age appropriate content.





Relationships messages



I can think critically about my actions online for future contexts.

I can talk about how actions online can have consequences now and in the future.

I am aware of the need to behave responsibly and I can explain how I behave responsibly online.

I can identify the features of online bullying.

I know to seek help from an adult if I feel someone is not behaving appropriately online.

I can recognise when someone has been unkind online.

I can suggest ways which I can be kind online with my own family and friends.

I can recognise that being kind online is just as important as being kind in the real world.

I follow the Be SMART with a heart acronym.
SAFE – MEET – ACCEPTING – RELIABLE – TELL and Be SMART with a heart