Chryston Primary School
Internet Safety and Safeguarding online
Early and First Level

Experiences and Outcomes	This is an ascending order of age appropriate content with regards to the key internet safety messages. Messages should be repeated and then built upon each year to reinforce and then extend the message further at an age appropriate level.				Benchmarks
Technologies **Cyber resilience and internet safety** I can explore, play and communicate using digital technologies safely and securely. **TCH 0-03a** I can extend my knowledge of how to use digital technology to communicate with others and I am aware of ways to keep safe and secure. **TCH 1-03a** **Health and Wellbeing** **Mental, Emotional, Social and Physical wellbeing** I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergencies. **HWB 0-17a/1-17a/2-17a** 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. **HWB 0-09a/1-09a/2-09a** I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a / HWB 1-16a / HWB 2-16a **Relationships, Sexual health and Parenthood** 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 /1-45b / 2-45b**	I can explain why people have to buzz the office before they can come into school. I can explain what a password is. I can explain why passwords have to be kept safe. I can enter my passwords, with support from an adult. With support from an adult I can write an email/tweet/blog post. I know that I only use games and websites that an adult has allowed me to go onto. I can explain what a pop up window is. I know how to close pop up windows when I am online. I know when to ask adults for help.	I can enter my usernames and passwords into some of the accounts I use in school by myself. I can explain why passwords are used on devices and websites. When I am online I only use websites and apps an adult has allowed me to use. If I see a pop up or something I don't like I close it and tell an adult. I know that I should have permission before taking a photo or video of someone. I know that I should not share photos or videos without my parents' or carers' permission.	I encourage others to keep their passwords safe. I can log into the school laptops and tablets using the usernames and passwords. I can log onto Glow with the support of an adult. I know that when I am online I should only talk to people I know. I can explain what personal information is I know that I should not share personal information. When online I know I should only be speaking to my family and friends – not strangers.	I can log onto Glow and other accounts using my username and password. I can change my password on Glow and keep it safe. I can explain what a strong password would be. I can use Glow teams to communicate with others in my class. I can write and reply to an email or message using appropriate language. I can explain what to do when someone online behaves inappropriately. I can explain the SMART with a heart acronym.	**Early Level Technologies** • Demonstrates an understanding of appropriate behaviour and language in the digital environment. • Demonstrates an understanding of the importance of passwords and passcodes for example access to school building. **First Level Technologies** • 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. No benchmarks for the Health and Wellbeing outcomes

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Suggested Activities – *Internet safety*

Early/ First Level Progression

Please remember that the message is repeated information over the whole of the primary school. **Be Internet SMART with a heart!** 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 revisit previous activities and messages. However, to support your colleagues, please do 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 poster - https://www.childnet.com/resources/be-smart-online

Suggestions for P1	Suggestions for P2	Suggestions for P3	Suggestions for P4
Online pop ups click off video - https://www.youtube.com/watch?v=d5kW4pI_VQw **Childnet - Smartie the penguin -** **https://www.childnet.com/resources/smartie-the-penguin** **Digiduck stories -** **https://www.childnet.com/resources/digiduck-stories** **(content might be more relevant later)**	**Online pop ups –** https://www.bbc.co.uk/bitesize/topics/zfcvhbk/articles/zkcj92p **Don't give others your passwords -** https://www.youtube.com/watch?v=UzwFqHDn4Aw **Jessie and friends series -** https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/	**CEOP series of 3 lessons (Lee and Kim) -** https://www.thinkuknow.co.uk/professionals/resources/lee-and-kim/ **Be Smart with a Heart explained -** **https://www.childnet.com/resources/video-lessons**	**CEOP series of lessons (Band runner) -** https://www.thinkuknow.co.uk/professionals/resources/band-runner/ **Be Smart with a Heart explained -** **https://www.childnet.com/resources/video-lessons**

Passwords and Passcodes messages across Early and First Levels

In ascending order of age appropriate content.

I can log into Glow by myself using a username and password.

I can change my Glow and other passwords.

I can explain what a strong password would be.

I can log into the Glow with the support of an adult.

I can log into the school laptops using the username and password.

I can enter usernames and passwords into some accounts by myself.

I encourage others to keep their passwords safe.

I can explain why passwords are used on devices and websites.

I can enter usernames and passwords into some accounts by myself.

I can explain why passwords have to be kept safe.

I can explain why people have to buzz the office before they can come into school.

I know what different safe entry systems look like.

I can log into the school tablets using the passcode.

I can explain what a password is.

I can enter passwords, with support from an adult.

Online safety messages across Early and First Levels

In ascending order of age appropriate content.

I can use Glow to communicate with others in

I can write and reply to an email or message using appropriate language.

I can explain what to do when someone online behaves inappropriately.

I can explain the SMART with a heart acronym.

I know that when I am online I should only talk to people I know.

I can explain what personal information is.

I know that I should not share personal information.

When online I know I should only be speaking to my family and friends – not strangers.

When I am online I only use websites and apps an adult has allowed me to use.

If I see a pop up I don't like, I close it and tell an adult.

I know that I should have permission before taking a photo or video of someone.

I know that I should not share photos or videos without my parents' or carers' permission.

I know that I only use games and websites that an adult has allowed me to go onto.

I can explain what a pop up window is.

I know how to close pop up windows when I am online.

With support from an adult I can write an email/tweet/blog post.

I know when to ask adults for help.