

## E-safety : Progression for learners.

Working towards end of KS1 Programme of Study	Lol4-6	Lol7 & 8
	<ul style="list-style-type: none"> <li>Use technology safely and respectfully, keeping personal information private.</li> <li>Identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.</li> </ul>	
Learners develop understanding	Learners recognise and interact with others they can see.	Learners recognise there are good and bad things they can do. They begin to understand they can interact with someone they can't see.
This thread of the computing curriculum links very closely with PSHE development across all areas of learning and needs to be taught and continually rehearsed in that context.		
Personal responsibility	At these levels Learners will need a responsible adult with them at all times when using the internet. It is the adult's responsibility to ensure experiences are safe and appropriate.	At these levels Learners will be supported by an adult to begin to take on personal responsibility: <ul style="list-style-type: none"> <li>✓ follow simple rules to keep themselves safe</li> <li>✓ make sure an adult knows what they are doing online</li> <li>✓ ask for help</li> </ul>
Teachers enable progress	<ul style="list-style-type: none"> <li>Teachers support and model appropriate use of technology whenever it is used.</li> <li>All teaching and learning must be real life and practical to ensure pupil understanding. Avoid reliance on simulations.</li> <li>Learning is often not generalised so teachers may need to repeat activities in any specific context that Learners could experience.</li> <li>There should be opportunities for Learners to make simple choices in structured activities.</li> <li>Teachers provide activities to model, encourage recognition and label feelings; particularly as they relate to uses of technology.</li> <li>Teachers share opportunities to communicate with people known to the learner but are not in their immediate environment.</li> <li>Teachers provide opportunities for role play to build learners understanding about safe and responsible behaviour.</li> <li>Managed filtering is used in school to allow controlled experiences of possible Internet use away from school.</li> </ul>	
Suggested activities	<ul style="list-style-type: none"> <li>A switch, touch screen, tablet or an interactive whiteboard is used to choose activities.</li> <li>Learners are guided to choose a game on a computer or tablet. Safe and responsible use is emphasised by the adult.</li> <li>Switches are used in a sensory room to explore different experiences. The pupil is provided with a way to communicate whether they want to continue or stop an activity.</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse simple e-safety rules whenever the Internet is used.</li> <li>Make simple symbol and picture supported rule books (Early: using provided choices; Later: creating own rules based on experiences)</li> <li>Displays and flashcards can be used</li> <li>Click safe and Click Aware posters are available with STC symbols <a href="#">Symbols based SMART rules - Childnet</a></li> <li>Use social stories to reinforce the rules eg if you are worried tell someone.</li> </ul>
	Words, signs or symbols are used to communicate yes or no when choosing an activity or during an activity.. Communication aids and books are used to support Learners in making a choice.	Use a Walkie Talkie to talk to the learner. Start close, move further away. Ask a mixture of questions which include what is your name? Where do you live? Do I answer the question? Is it safe to answer the question? Do you answer the question if you can see who you are talking to? Do you answer the question if you cannot see who you are talking to?
	Call and response is used to encourage communication eg 'I make my sound, you make your sound.'	Talk to the children about the way in which the Internet lets us see people who are not beside us.

	Self-registration is supported through the use of a switch or a touch screen for learners to be able to communicate their presence. Who else is here today?		Review a set of photos onscreen to sort into safe / not safe for uploading to the Internet. Do I send this picture, yes, no? Agree rules from choices provided.	
	A learner is supported to choose a photograph to send to a printer. The adult emphasises sensible use – one click and wait.		Classroom and online role play is used to recreate private chat rooms, video conferencing, use of mobile phones, email / instant messaging (eg learners select from a choice of messages for an adult to send an email)	
	Voices and self-generated sounds are recorded and played back using tablets, digital voice recorders or microphones in laptops. Who is this?		Guess who you're talking to is played with Walkie Talkie, mobile phone, tablet or Skype.	
	Use apps or websites with pop-ups. Rehearse reactions to tell an adult something unusual has happened.		Sort pictures of 'Who can I trust to help me?'. Talk about what may worry the learners and who they can tell.	
<b>Suggested online resources</b>	<a href="#">Smartie the penguin</a> What do I do when something worrying or something frightening happens when I am online?	<a href="#">Digiduck's Big Decision</a> How can I be kind to my friends online?	<a href="#">Captain Kara and the Smart Crew</a> How do I stay safe online?	Know your friends with Josh & Sue Film and lesson notes downloadable from <a href="#">ThinkUKnow</a> website. Look for SEN tab. Film can be watched on YouTube.

Working towards end of KS1 POS statements Sept 2014	Levels 9-10	Levels 11-13 (Year 1)	Levels 14-16 (Year 2)
	<ul style="list-style-type: none"> <li>Select and use technology (safely) for particular purposes</li> </ul>	<ul style="list-style-type: none"> <li>Use technology safely and respectfully, keeping personal information private.</li> <li>Know where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.</li> </ul>	
<b>Teachers enable progress</b>	<ul style="list-style-type: none"> <li>Provide opportunities to talk about passwords and when to keep them to themselves</li> <li>Talk about good and bad choices in real life and when using technology, including taking turns and being kind.</li> <li>Talk about the need to make sure an adult is with them when they go on the internet.</li> <li>Talk about how and when to ask for help when using the internet</li> <li>Provide opportunities for children to share work they have made, in real life, or online. Eg school website</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and define classroom rules/ expectations about safe use of the internet</li> <li>Provide opportunities to discuss what personal information is and who you can tell it to</li> <li>Provide opportunities to log onto networks or school website and discuss keeping passwords private.</li> <li>Reinforce the rule about keeping adults informed about Internet activity and telling if you see something you don't like.</li> <li>Model making good choices about the websites you use, and how long to spend online.</li> <li>Talk about the need for kind and polite communication in real life and on line.</li> </ul>	
<b>Children build skills</b>	<ul style="list-style-type: none"> <li>Play appropriate games on the Internet.</li> </ul>	<ul style="list-style-type: none"> <li>Agree sensible e-safety rules for the classroom</li> <li>Use a selection of websites and consider who can see the information online</li> <li>Play appropriate games on the internet, including games against real people</li> </ul>	

	<ul style="list-style-type: none"> <li>Talk about good/right and bad/wrong choices in real life. Eg telling an adult if something upsets you (online)</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how adults can help us, including when we see something we don't like or something makes us feel uncomfortable</li> <li>Play games that reinforce the idea of personal information, including password privacy</li> </ul>
<b>Suggested activities for children to develop process</b>		Create class rules for safe and responsible use of technology in the classroom and home
	Use technology toys such as mobiles, walkie talkies to role play being kind to one another	Log in to Purple Mash or other age appropriate websites. Talk about the different kinds of websites it is good to use.
	Talk about what you know about yourself such as your name, and where you live. Which things do you think your parents know?	Play games to reinforce the idea of personal information
	Follow links to appropriate games on the Internet which they can sit with a friend to play	Play appropriate games on the internet eg. <a href="http://www.bbc.co.uk/schools/websites/eyfs">http://www.bbc.co.uk/schools/websites/eyfs</a> including games against other people <a href="http://www.tutpup.com/">http://www.tutpup.com/</a> .
	Read <a href="#">Smartie the Penguin</a> and use the talk prompts to consider good and bad choices.	Watch appropriate parts of <a href="#">Hectors World of Cartoon 1</a> or <a href="#">Lee and Kim</a> (both available on you tube kids) and discuss safety in sharing information and sharing with trusted adults.
	Say kind things about the work of others	Read <a href="#">Digiduck's Big Decision</a> ( story)_to talk about good and bad choices and the effect these can have on others.
	Change to a different activity when they have spent a reasonable amount of time using technology using something such as an egg timer to remind them	Role play how to talk kindly and politely to friends online and in the real world, and how to comment kindly on people's work
		Role play deciding that you have spent too much time online. Suggest ways that you can remind yourself to change to other kinds of ideas.

Adapted from: