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| **E-safety at Archbishop Courtenay Primary School** | | |
| At Archbishop Courtenay Primary School, we want our pupils to be active participants in a digital world. To achieve this, we embed the principles of e-safety in our computing and PSHE curriculums from EYFS to Key Stage 2. Following the National Curriculum, in Key Stage 1; we teach children to use technology safety and respectfully, keeping personal information private; identify where to go to get help and support when they have concerns about content or contact on the internet or other online technologies. In Key Stage 2; children further their understanding of the concepts and principles taught in Key Stage 1 and are also taught to use technology responsibly and to recognise acceptable and unacceptable behaviour.  Staff are offered annual safeguarding training which now incorporates elements of e-safety, as well as specific e-safety updates in staff meetings throughout the year.  We also offer 3 periodic outreach workshops to parents in the Autumn, Spring and Summer terms to help support them in promoting and supervising healthy online habits at home. | | |
| EYFS | | |
| Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. In Our Early Years setting, staff follow Development Matters and work towards the Early Learning Goals. Throughout their time in Reception, children learn and develop well and are kept healthy and safe including being taught the basic principles of e-safety. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills including basic computing skills, that provide the right foundation for good future progress through school and life. Although formal teaching of computing skills in the early years has been removed from the Seven Key areas; staff mindfully plan in opportunities for children to develop their knowledge and understanding of how technology helps us and how we stay safe when using it. This forms the foundation for using technology safely and appropriately when they transition to the National Curriculum in Year 1. | | |
| **Key stage 1: National Curriculum** | | |
| **Communicating (NC)** | **Knowledge and Understanding** | **Skills** |
| **Year 1**   * Do they recognise what an email address looks like? * Have they joined in sending a class email? * Can they use the @ key and type an email? * Can they print out a page from the internet? | * Understand different methods of communication (email, online forums) * Know to only open an email from a trusted source * Know the difference between email, wikis and blogs * Know that websites sometimes include pop-ups that take them away from the main website * Know that bookmarking is a way to find safe sites again quickly * Begin to evaluate websites and know that not everything on the internet is true * Know it is not always possible to copy text and images from the internet * Know that personal information should not be shared online * Know to tell a trusted adult immediately if anyone tries to meet them via the internet | * Follow school’s safer internet rules * Use school agreed search engines * Act if they find something inappropriate online * Use the internet for learning and communicating with others * Send and receive emails * Recognise advertising on websites and learn to ignore it. * Use a password to access secure work |
| **Year 2**   * Can they send and reply to messages sent by a safe email partner (within school) |
| **Key stage 2: National Curriculum** | | |
| **Communicating and Using the Internet (NC)** | **Knowledge and Understanding** | **Skills** |
| **Year 3**   * Can they use the email address book? * Can they open and send an attachment? * Can they find relevant information by browsing a menu * Can they search for an image, copy and paste it into a document * Can they use “save picture as” to save an image to the computer? * Can they copy and paste text into a document? * Can they begin to use note making skills to decide what text to copy? | **Year 3 and 4**   * Understand the need for rules to keep them safe when exchanging learning and ideas online * Recognise that information on the internet may not be accurate or reliable and may be used for boas, manipulation or persuasion * To understand that the internet contains fact, fiction and opinion and begin to distinguish between the m * Use strategies to verify information * Understand the need for caution when using an internet search for images and what to do if they find an unsuitable image * Understand that copyright exists on most digital images, video and recorded music * Understand the need to keep personal information and passwords private * Understand that if they make personal information available online it may be seen and used by others * Know how to respond if asked for personal information or feel unsafe about content of an image * Recognise that cyberbullying is unacceptable and will be sanctioned in line with the school’s policy * Know how to report an incident of cyberbullying * Know the difference between online communication tools used in school and those used at home * Understand the need to develop an alias for some public online use * Understand the outcome of internet searches at home may be different than at school.   **Year 5 and 6**   * Discuss the positive and negative impacts of the use of ICT in their own lives and those of their peers and family * Understand the potential risk of providing personal information online * Recognise why people may publish content that is not accurate and understand the need to be critical editors of content * Understand that some websites/pop-ups have commercial interests that may affect the way the information is presented * Recognise potential risks including scams and phishing * Understand that information on the internet is copyrighted and may not be copied or downloaded * Understand that some messages may be malicious and know how to deal with this * Understand that online environments have security settings which can be altered, to protect the user * Understand the benefits to developing a “nickname” for online use * Understand that some malicious adults may use various techniques to make contact and elicit personal information * Know that it is unsafe to meet people online * Know how to report any suspicions * Understand that you should not publish other people’s photographs or pictures or tag them on the internet without permission * Know that content put online is extremely difficult to remove * Know what to do if they discover something malicious or inappropriate | **Year 3 and 4**   * Follow school’s safer internet rules * Recognise the difference between the work of others which has been copied (plagiarism) and restructuring and representing materials in ways which are unique and new. * Begin to identify when emails should not be opened and when attachments may not be safe * Explain how to use email safely * Use different search engines   **Year 5 and 6**   * Follow the school’s safer internet rules * Make safe choices about the use of technology * Use technology in ways which minimise risk e.g. responsible use of online discussions * Create strong passwords and manage them so that they remain strong * Independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school. * Competently use the internet as a search tool * Reference information sources * Use appropriate strategies for finding, critically evaluating, validating and verifying information * Use knowledge of the meaning of different domain names and common website extensions (.co.uk, .com .ac .sch .org .gov, .net) to support validation of information |
| **Year 4**   * Do they appreciate the benefits of ICT to send messages and to communicate? * Can they use the automatic spell checker to edit spellings? * Can they use a search engine to find a specific website? * Can they use note-taking skills to decide which text to copy and paste into a document? * Can they use tabbed browsing to open two or more web pages at the same time? * Can they open a link to a new window? * Can they open a document (pdf) and view it? |
| **Year 5**   * Can they use instant messaging to communicate with class members? * Can they conduct a video chat with someone elsewhere in the school or in another school? * Can they use a search engine using keyword searches? * Can they compare the results of different searches? * Can they decide which sections are appropriate to copy and paste from at least two web pages? * Can they save a stored information following simple lines of enquiry? * Can they download a document and save it to the computer? |
| **Year 6**   * Can they contribute to discussions online? * Can they use a search engine using keyword searches? * Can they use complex searches using such as ‘+’ ‘OR’ “find the phrases in inverted commas”? |