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# E-Safety

in Foundation and Year 1



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# E-Safety in Foundation and Year 1

We believe that it is important for children to learn to be e-safe from an early age, Practitioners and teachers of children in Foundation and Year 1 play a vital part in starting this process and involving parents in recognising their responsibilities just as they do when thinking about other aspects of children's safety when crossing the road safety, handling potentially dangerous equipment in the home or at the swimming pool.

In line with other policies that protect children from danger, there is a requirement to provide as safe an internet environment as possible and to begin to teach children to be aware of possible risks.

With the very youngest children, many of the key e-safety messages will be conveyed through guided use, continuous provision and adult modelling, and additionally this will be alongside parental support and guidance.

This document is designed to provide practical guidance for teachers in Foundation and Year 1 to teach some key e-safety messages.

**We are grateful to Nicky Oliver from Hartford Infant School for sharing her E-Safety scheme of work for Year 1**



# Introduction

Do you know what children in Foundation and Year1 are doing online and what are the benefits and potential disadvantages? Take a little time to find out from some of the main reports:

- Facing the Screen Dilemma
- The EU Kids Online – Zero to Eight report (August 2013)
- Know the public health guidelines for screen time in early childhood settings - <http://www.bhfactive.org.uk/userfiles/Documents/guidelineswalkers.pdf>



## Ofsted Expectations

E-Safety is now an important part of an Ofsted inspection following the release in June 2012 of the Ofsted school inspection handbook. This included a number of indicators against which a school could evaluate the breadth of its approach to safeguarding.

Within 'The effectiveness of safeguarding procedures', inspectors should evaluate how the school helps pupils to keep themselves safe, including encouraging pupils to adopt safe and responsible practices and deal sensibly with risk, for example, using the internet'.

(OFSTED Evaluation Schedule, August 2010)

Ofsted published additional (Section 5) briefing information in September 2013 and this included information on inspecting e-Safety highlighting some key points which schools will need to consider when extending their safeguarding obligations to the online world.

In addition to the usual expectations around policy and practice, some of the main changes are, that Good and Outstanding schools are now expected to:

- have at least one member of staff that has achieved a recognised and accredited e-safety award
- make report abuse buttons/links available to pupils
- keep their staff up to date with e-safety training on a regular basis
- implement and deliver a flexible, progressive age related e-safety curriculum
- have peer mentoring programmes in place

## The National Curriculum

The overall aim is to ensure children are responsible, competent, confident and creative users of information and communication technology. In KS1 specifically this means children use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Progression and consistent messages from adults are important and we produce an e-safety scheme of work for children once they are more independent in their use of technology. The ACE scheme ( Accredited Competence in E-safety) is aimed at children in Years 2 – 6 and is designed to develop and evidence safe online behaviours for this age group.

# E-Safety in Foundation

Mindful of the recommended times for screen viewing for children of this age group, the following suggestions were gathered during a course for Early Years teachers in Spring 2014:

- **Listen** to young children talking about their online world and use this overheard talk to engage with them and find out more about their practice and behaviour.
- **Model** how to send an email, how to access an internet website using metacognitive talk as you do so. That way children will follow what you are doing and why you are doing it, follow your example and be able to contribute ideas to class and group emails.
- **Use** child friendly search engines such as [Kidrex](#) rather than Google. Put a **shortcut** to your most used sites on the desktop and then children are more likely to use these rather than the riskier adult alternatives- recommend these to parents.
- **Create** a class code together for using technology – rather than just having a set of rules. Take and display photos of the children to illustrate these rules.
- **Read** stories such as [Digiduck](#) (a story of friendship and responsibility online) and [Smartie the Penguin](#) (plus song!)
- **Make** your own books about staying safe online.
- **Use** age appropriate resources such as [Hector's World](#) from the <https://www.thinkuknow.co.uk/ThinkUKnow> website.
- **Take a virtual tour** – see [Going Safely](#)
- **Support** communication opportunities- email family with teacher/adult as scribe
- **Share** photos of things they have been doing at school through the VLE/Learning platform if you have one – this ensures that sharing is restricted to the class/school only.
- **Contribute to** a class blog with teacher as scribe for parent's eyes only.
- **Begin** to use webcams and /or video conferencing as a class, if appropriate and available, e.g., with another class or school.



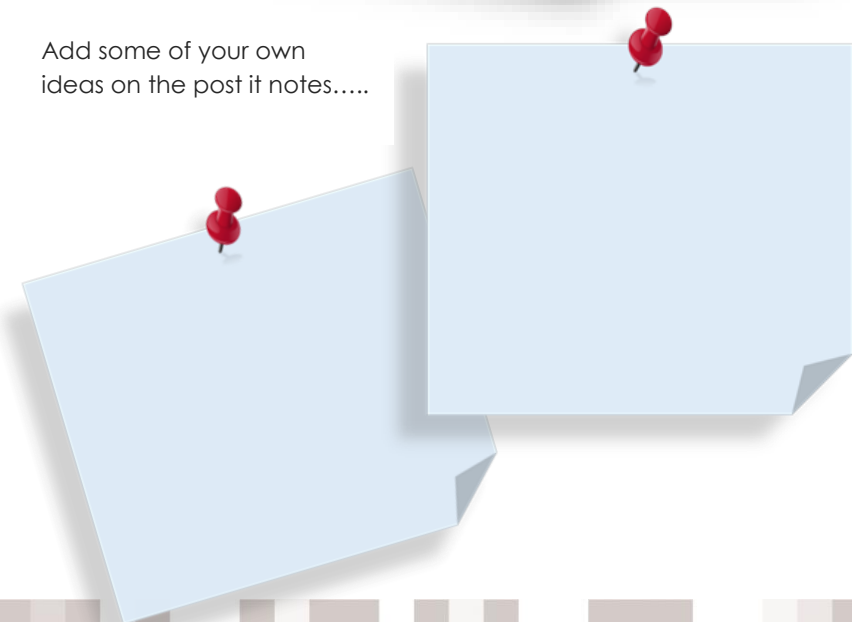
At Hartford Infant School, children in Reception are taught using the EYFS Profile which includes:

**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Through a range of ongoing activities, teachers take every opportunity to discuss e-safety. For example in the Autumn term e-safety themes are discussed when the children take part in a singalong and use a webcam to communicate with and sing to other reception classes in the county. Children are able to see their teacher modelling how to send an email through the topic 'People who help us'. Any research or internet searching should be done through Kidrex. [www.kidrex.org](http://www.kidrex.org) and this needs to be shared with parents so that children can search safely online at home as well as at school.

**One lesson should be taught introducing the AUP. The AUP should be sent home for parents to look at with their children, sign and bring back into school.**

Add some of your own ideas on the post it notes.....



# E-Safety in Year 1

from Nicky Oliver at Hartford Infants, Huntingdon

<b>Theme: Me and My Online Identity</b> <b>Computing Curriculum requirement:</b> Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school. <b>Learning Overview:</b> To enable children to understand that how they present themselves and communicate online may be different to how they talk to their friends and strangers in real life. To show them how to stay safe and protect themselves online. To instil safe, life-long behaviours to follow when using online communication and social media.		
Learning Objective	Learning Intention	Activities
To understand how people can present themselves online and how to safely do this themselves.	I can talk about my identity both in real life and online	<p>As a class. Teacher to choose a willing pupil and share three facts about the child with the class, this could be one of their interests, how many siblings they have and what they like to eat for dinner. Discuss how we know things about each other, how we get information; we talk to one another, we share our news, our likes and dislikes. We can see each other and what we all look like and we know a bit about each other's families. We talk to each other!</p> <p>What about if the person who we were talking to was on the computer? Do we know who they are? How much information should we share with them? Ask children to discuss what kinds of things we could tell someone online in partners. Discuss their ideas and divide their comments into 'safe to share' and 'not safe to share' and record so that the class can see them.</p> <p>Introduce children to Lee and Kim's Adventure – Animal Magic  <a href="http://www.thinkuknow.co.uk/5_7/LeeandKim/">http://www.thinkuknow.co.uk/5_7/LeeandKim/</a>            Refer children to poster in ICT area.</p>
To understand what to share and what to keep private when online.  AUP KS1 – I will not give out or type in my own details such as my name, school, phone number or address.	I can share information with someone without giving away personal details.	<p>Teacher chooses a character, Snow White, Sponge Bob Square Pants etc. Talk about what we can share online about this character and what information about them it is safe to share online.</p> <p>Talking Partners discuss. Next, take ideas from the class about what they could share and what is not safe to put online, (concentrating on whether the information could lead to someone finding out who the child is or where they live or go to school,) Use thumbs up/ down to indicate whether the information is safe to share or not. Children then choose their own favourite character from a book, film, fairy tale etc. Ask the children to write down or draw three things that are safe to write online. Share their ideas with a partner who holds thumb up or down to indicate whether the information if safe or not.</p>

<b>Theme: Communicating with Others</b> <b>New National Curriculum statement.</b> Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school. <b>Learning Overview:</b> Experiment with communication technologies, reading, understanding and responding to what someone else is saying online, through emails. Thinking about how to communicate with peers and known adults online, view and contribute as a class using appropriate electronic communications to and from a variety of senders.		
Learning Objective	Learning Intention	Activities
To recognise the email symbol and understand what an email is.  AUP KS1 – I will only use my class email address when emailing.	I understand what an email is and how it can be used.	Show the children an empty envelope, pass it round the class and ask the children to say how they might use it. (thank you letters, letter to Santa etc)  Show them the homepage of the teacher's Starz account. Explain that you can send letters to someone using a computer and this is called emailing.  Can anyone see an envelope sign? This is the email symbol and if you click on it, you can send a letter to someone on the computer.  Explain to the children the difference between sending a letter, show pic of a postman – the postman or lady has to pick the letters up from the post office and walk to your house to deliver it. Then you can open your letter. With an email, it gets delivered straight away. But the person you sent it to might not read it straight away!  Send an email to Miss Chapman taking ideas from the children about what to write (based on what they have learnt about why and how to send an email).
To learn how to send a polite email.  AUP KS1 – I will make sure that any ICT contact with other children or adults on webcams or emails is polite and sensible.	I can help to write a class email to Digiduck making sure it is polite.	Show the children the digibook DigiDuck. <a href="http://kidsmart.org.uk/teachers/ks1/digiduck.aspx">http://kidsmart.org.uk/teachers/ks1/digiduck.aspx</a> Discuss what Digiduck was about to do. How would it make you feel if someone had sent a message to your friends with a picture of you in like that. TPs to discuss the kinds of things we could say in an email to someone. Write on board and divide into yes and no, polite things and not polite things. Then using that list, email Digiduck with some advice about what to include in his emails from now on. Write a subject line and explain what this is for – so that people know what the email is about.
To recognise when it is safe for someone to open an email and when to tell an adult.	I know when it is ok to open an email and when to tell an adult.	Remember last week when we send Digiduck an email, we made sure we wrote something in the subject line. This means that the person receiving your email knows what you are emailing them about. What would you do if we had an email from someone we didn't recognise and it had no subject line? TPs discuss. Show children Smartie the Penguin – pages 1-4 and pages 22 – 29 <a href="http://kidsmart.org.uk/teachers/ks1/sources/index.htm">http://kidsmart.org.uk/teachers/ks1/sources/index.htm</a>

**Theme: Finding Things Out**

**New National Curriculum statement.**

Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

**Learning Overview:**

Using teacher chosen sites explore information and answer questions. Explore how information texts work, focussing on layout and language features using hyperlinks or search boxes to navigate. Conduct simple searches using menus, indexes or keywords. Investigate web pages on similar themes to show how they can give different information and present it in different ways.

Learning Objective	Learning Intention	Activities
<p>Year 1 – How to use a safe search engine.</p> <p>AUP KS1 – I will use Kidrex as a search engine. I will not deliberately look for or send anything unpleasant or nasty. If I find anything like this I will tell my teacher immediately.</p>	<p>I can search safely online.</p>	<p>Ask the children to talk to their TP about what they think the internet is. Show pic of blue e on S/B. Explain that the internet is like an enormous book but anyone can add a page to it and no-one is in charge of it. So this means that there are lots of helpful pages for us to look at. Discuss possible uses of the internet, take children's suggestions; Cbeebies, CBBC, Moshi Monsters, the news, online shopping eg TESCO, any other information websites like National Geographic kids.</p> <p>Explain that nearly everyone puts nice pages on to the internet but that sometimes people put horrible and upsetting things on the internet. We want the children to be as safe as possible while searching for things so we are going to use a website to search for things that helps keeps us all safe.</p> <p>Show Kidrex. <a href="http://www.kidrex.org">www.kidrex.org</a> Ask children to suggest a topic and model how to spell it correctly and being as precise as possible, for example if looking for cars, put the exact model of car they are looking for. Show the children how to click on a page once they have typed their word or words into Kidrex. Allow time during the session and further sessions for children to investigate Kidrex.</p> <p>Also send a letter home at this point to suggest that parents use Kidrex too.</p>
<p>Year 1 – what to do if they see something which they know is wrong or upsets them.</p> <p>AUP KS1 – I will use Kidrex as a search engine. I will not deliberately look for or send anything unpleasant or nasty. If I find anything like this I will tell my teacher immediately.</p>	<p>I know what to do if I see something unpleasant or scary online.</p>	<p>Now we know how to look for information on the internet we need to know what to do if we see something we don't like. Explain that nearly everyone puts nice pages on to the internet but that sometimes people put horrible and upsetting things onto the internet. Ask children to discuss with Talking Partners the kind of things these could be. (people shouting, hurting themselves or each other, being unkind to animals, swearing, scary films). How would you know if something was not suitable for you to look at? Take ideas, but explain that if you get a feeling of butterflies in your tummy, or you feel uncomfortable or upset then you will need to tell a grown up. Show the children how to minimise a page, (to allow adults to see what they had found) so that the picture goes away. Tell them they need to go and tell an adult straight away.</p> <p>Look at Smartie the Penguin. Pages 1-13.  <a href="http://kidsmart.org.uk/teachers/ks1/sources/index.htm">http://kidsmart.org.uk/teachers/ks1/sources/index.htm</a></p>
<p>Safe Searching teaching will also regularly occur through Literacy and Topic lessons where children are given the opportunity to research a chosen or given topic.</p>		