Halsford Park Primary School

Parent Workshop

Internet Safety and Computing Coverage in School

Aim: To provide information on content and coverage of our E-Safety and Computing curriculum

To support parents/carers with keeping children safe online

Responsibility	Respect	Compassion	Courage

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Today's session includes sensitive content

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During this session, we will be covering:

- How to talk to your child(ren) about staying safe online
- Parental controls on devices
- Age requirements for apps and games
- Computing and E-safety Curriculum at Halsford Park

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Ofcom report 2024:

Compared to last year, a higher proportion of all 5-7s use apps/sites to do the following things online: to send messages or make voice/video calls (from 59% to 65%), use social media sites/apps (from 30% to 38%), watch livestreaming apps or sites (39% to 50%) or game online (34% to 41%). Children this age are also more likely than they were last year to use WhatsApp (from 29% to 37% TikTok (25% to 30%), Instagram (14% to 22%) and Discord (2% to 4%).

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Learner Voice

“I have a phone, a laptop and a tablet. I don’t share them with anyone” - Year 1

“I go on my phone every day. I don’t go on it with an adult”- Year 2

What is E-Safety?- “If you go on an app you might not be sure what it is so you need to be safe” “If you see a random number do not answer it”- Year 3

What games do you play online? “Roblox, Fortnight, Minecraft, Fallguys, Mario Party.”- Year 3 90% off those asked said they do this without an adult in the room.

“I message my friends everyday. I use WhatsApp and Instagram”-Year 5

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How to talk to your child(ren) about staying safe online

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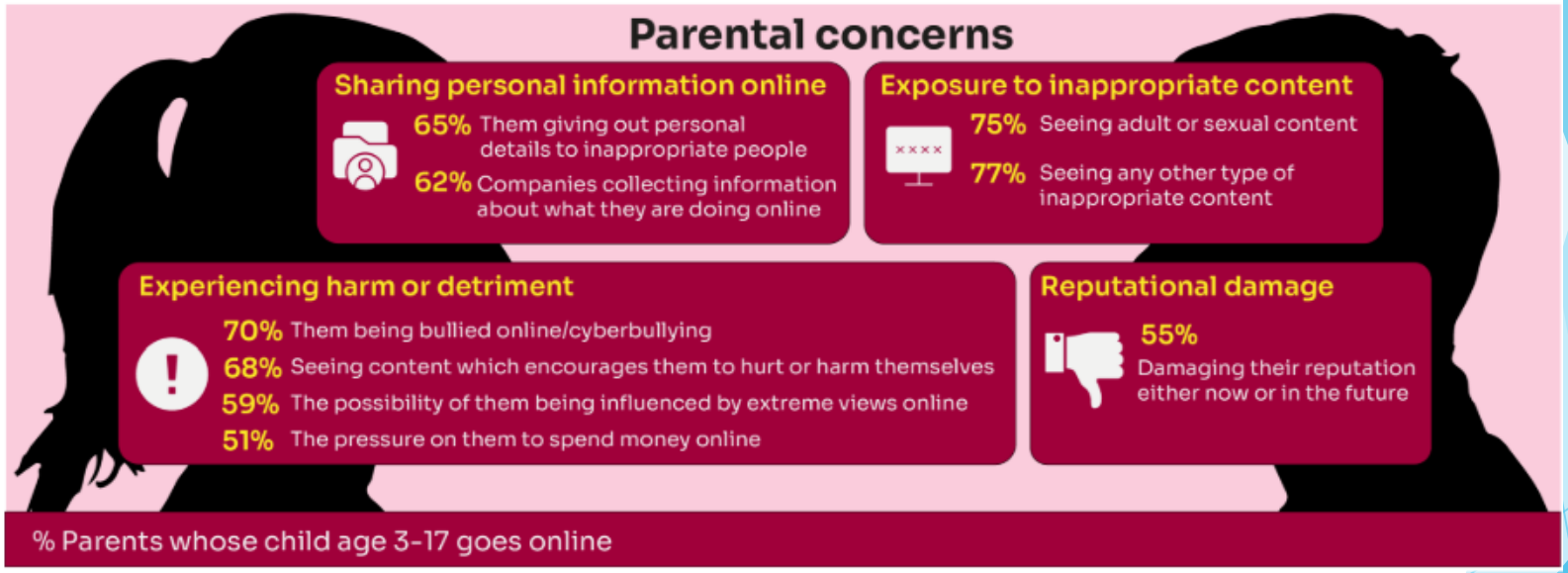
Summary of parental concerns (3 – 17 yr-olds)



Source: Children and parents: media use and attitudes report 2024

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You don't need to be an **expert** … be a **parent**

- **It's your choice -** Don't let others dictate when the right time is to use tech.
- **Stay involved** – make time to communicate, talk about what they are doing. What do they enjoy? What makes them laugh?
- **Don't quiz them** – have regular conversations. What's their favourite app? What is the best site to learn new things from?
- **Join in** - watch them play a game and join in. Who are they playing with? Do they know the other players?
- **'Show me how…'** – ask their advice to help you with your privacy settings, who you should add as a friend, are there any risks?
- **Lead by example** - children learn as much from watching as they do from being told not to do something, so model good behaviour
- **Reassure them -** tell them that they won't get in trouble and that you are always there to help.

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parentsafe.lgfl.net

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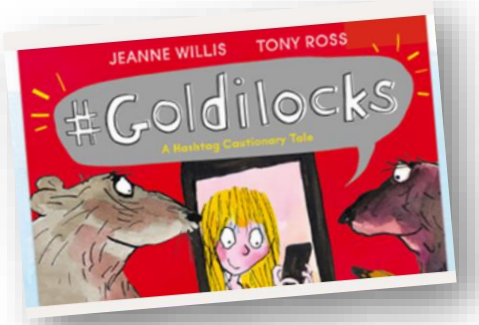
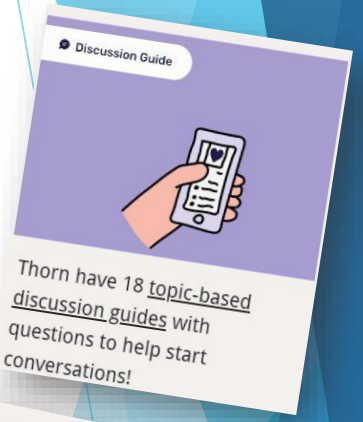
Find conversation starters, story time ideas and top tips to reinforce key safety messages at parentsafe.lgfl.net

TALKING TO CHILDREN ABOUT LIFE ONLINE





PARENTSAFE

Keeping your children safe: online & beyond

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Parental controls on devices

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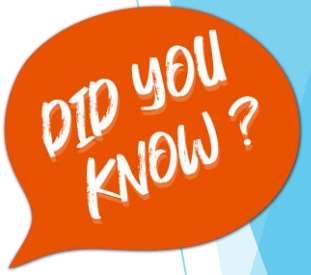
Have you set up parental CONTROLS/PRIVACY SETTINGS for ALL DEVICES and NETWORKS?



- Controls have to be set up on both the **broadband connection** AND **each individual device**
- These **do not come as standard** so it's worth checking
- They are important because they allow you to:
  - Block and filter upsetting or inappropriate content or sites
  - Plan what time and how long your child can go online for

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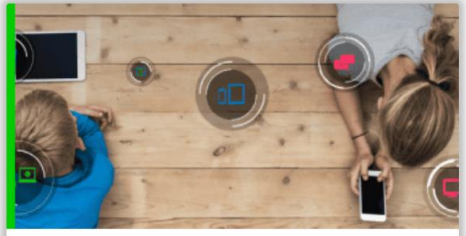
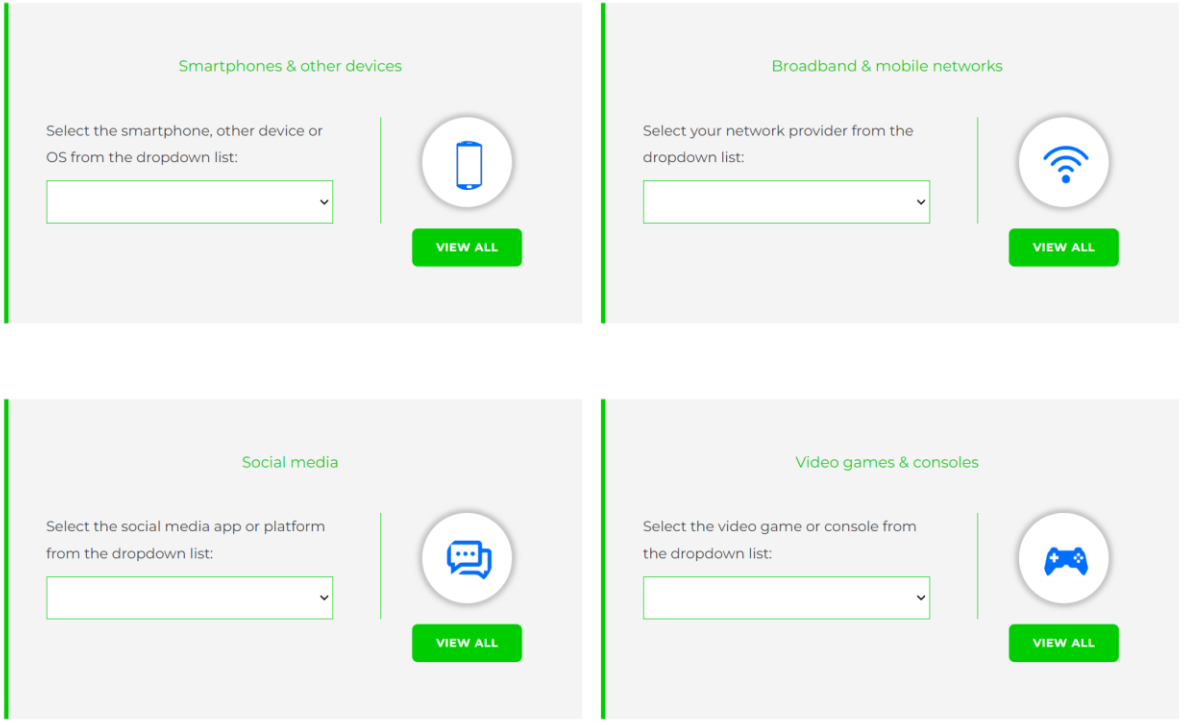
Visit www.internetmatters.org/parental-controls/ to find out how to set controls on devices:



Set up devices safely

Set parental controls on a range of devices, apps, and platforms with our how-to guides.



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REMEMBER

- **As children get older, restrictions and controls you use will change**, but only at a pace you feel is appropriate for your child, not pressure from your child *"because everyone else is allowed"*

- **Content filters are never 100% effective,** at some point your child may come across inappropriate or upsetting content, so make time to talk regularly

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Download it at
parentsafe.lgfl.net/digital-family-agreement

Why not have a family agreement to:

- **clarify** what is allowed...or not
- **establish** ground rules like no phones at the table or in the bedroom at night-time
- **agree** shared expectations to reduce arguments and keep everyone safe & healthy

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Digital Family Agreement

LGfL DigiSafe®

I will:	Why?
Check with mum before getting a new app or game or buying an add-on so she can check it's safe	
Set up privacy and safety settings on any apps and sites I use and show them to dad, so he doesn't worry	
Check with mum or dad before going live and explain what I can do to avoid any risks	
Not post or share any personal information, e.g. mobile, address, to stay private and safe	
Put my phone down when we're eating together or mum or dad want to talk, as it's respectful	
Turn off notifications when I'm doing homework and at bed time, to help concentrate and sleep	
Come off my devices an hour before bedtime to unwind and sleep well	

Parent/carer will:	Why?
Put our devices down when you want to talk to me/us so we can model good behaviour	
Keep our mobiles away for important family time, e.g. breakfast and dinner so we can have quality time and talk	
Trust you to manage your screen time sensibly as we agreed, and only say something if I/we are worried, to help you stay safe and healthy	
Ask permission before sharing any photos of you, to respect your privacy	

If there are any issues:

We will talk about it calmly and respectfully

I may have to show you more about what I am doing on devices, or other consequences

If I'm worried by anything:

I can tell mum or dad and they won't judge me

I can talk to Ms Patel at school

I can contact Childline or The Mix

EXAMPLE

Signed: Sophie Mum Dad

Today's date: 24th March

Date we will review this: 24th May

Download me again and find more support for parents at parentsafe.lgfl.net

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Age requirements for apps and games

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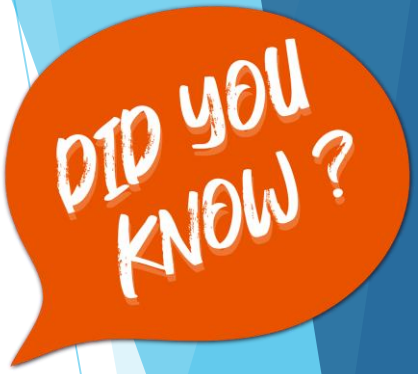

- Nearly eight in ten children are aware of minimum age requirements

- Four in ten admit to giving a fake age online to access a new app/site

- Up to a quarter had changed their date of birth on their profile since initially setting it up:
  - **Facebook** (24%)
  - **TikTok** (23%)
  - **Instagram** and **X/Twitter** (both 19%)

Children's Online User Ages 2023 Quantitative Research Study

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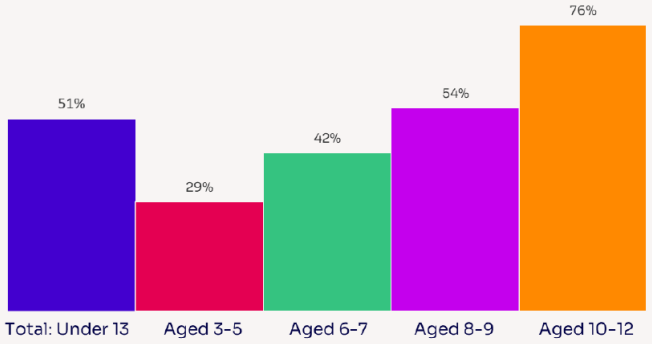
Around half of children under 13 use social media and 38% have their own profile on at least one platform

%age who use social media



You must be 13 years and older to have an account.

Snapchat is Only for Teens Ages 13+

We require everyone to be at least 13 to use Instagram

Given the 13+ minimum age requirement on most of these social media platforms, it is notable that half (51%) of children under 13 use them.

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Ideas on how to support your children at home

https://halsfordparkprimaryschool.co.uk/internet-e-safety/

DOCUMENTS TO SUPPORT YOU AT HOME

- young-children-and-screen-time
- snapchat-checklist
- online-gaming
- family-agreement-template1
- family-agreement-advice.docx
- Keep Safe Online

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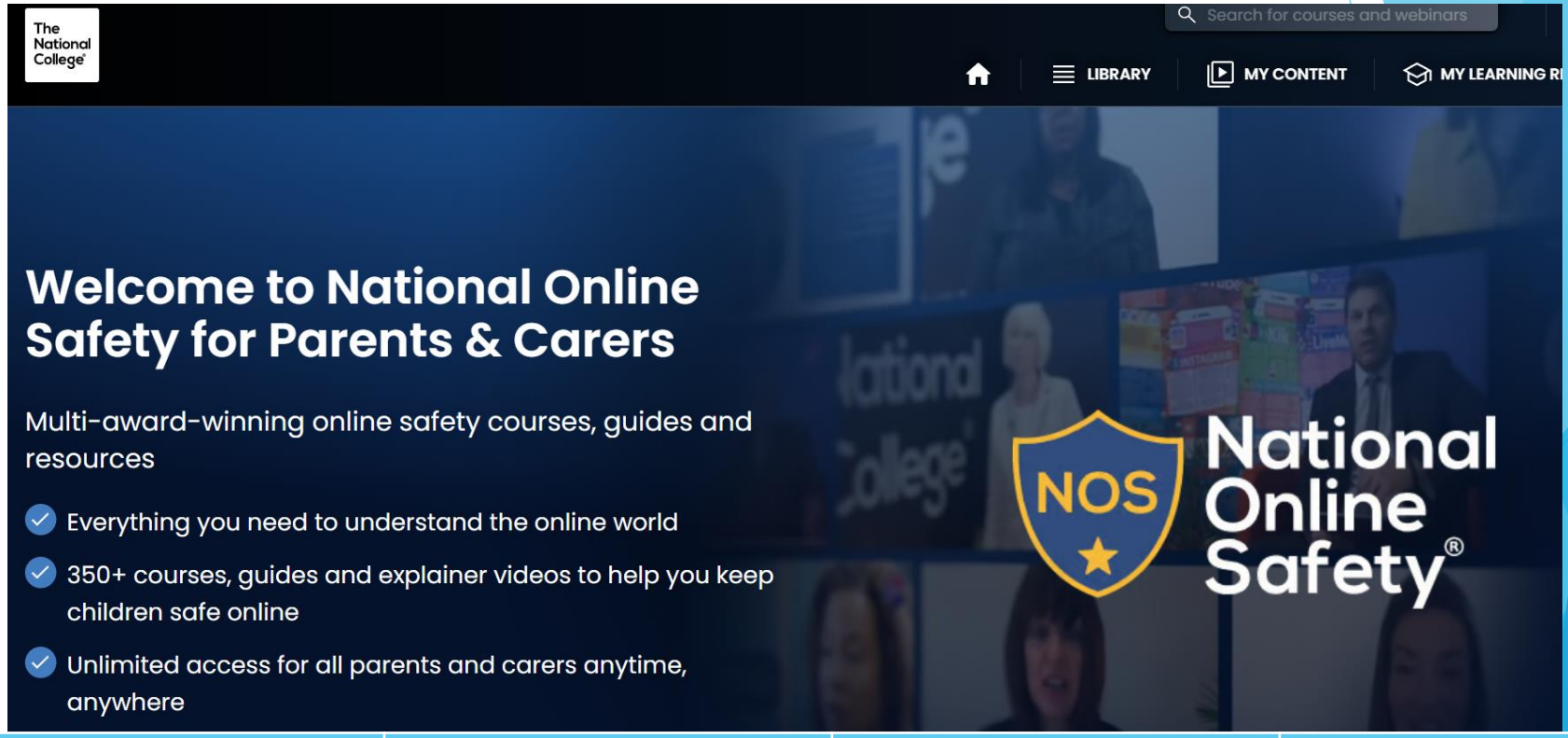
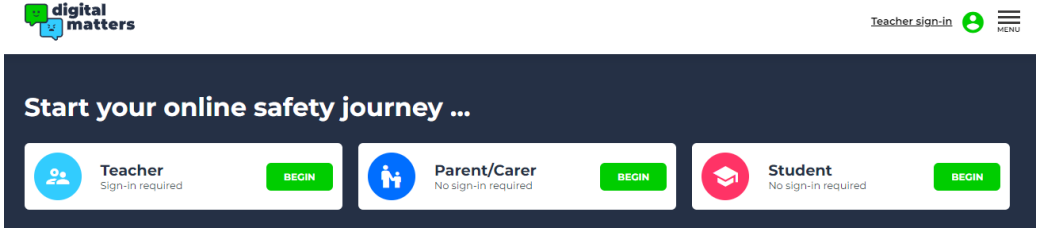
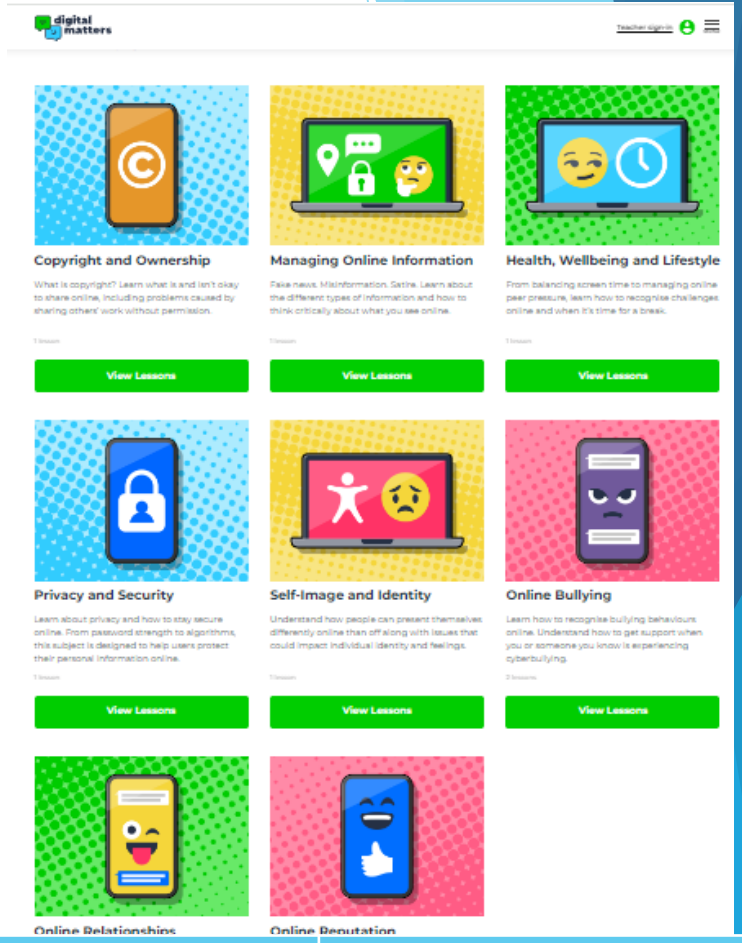




https://www.internetmatters.org/digital-matters/



IWF Internet Watch Foundation

Setting rules about the way you use technology as a family

You can't have control over everything your child does and how they behave on the internet, but having a family contract or agreement sets out some expectations of how everyone can go online positively and safely.

Being involved in setting the 'rules' will help your child feel that their opinion matters and that they have a say. It will help them understand why there are rules about internet use and feel fairer than being told "*this will happen*" without explanation.

It's also really important that adults – you – follow the rules as well, and act as role models. Children will copy what you do and will pick up on and question you if there is one rule for them and another for adults.

Things to say:

"What rules do we need so we're all using the internet safely?"; "What do you think should happen if someone doesn't stick to the rules?"; "Why do you think this is a good rule?"

Example rules

Families should agree rules which are right for them, but examples of digital ground rules might include:

- Always have the door open when using devices;
- Put devices away at mealtimes;
- Make sure all devices are downstairs at bedtime;
- Tell someone if we see or read something that worries us;
- Be open about what you are looking at online if someone asks.

You can find a template for a family agreement from Childnet here.

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Computing and E-safety Curriculum at Halsford Park

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Start here >

Education for a Connected World – 2020 edition

A framework to equip children and young people for digital life

UK Council for Internet Safety

Education for a Connected World is a tool for anyone who works with children and young people. It enables the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world.

Children have the right to enjoy childhood online, to access safe online spaces, and to benefit from all the opportunities that a connected world can bring to them, appropriate to their age and stage.

It is essential that education young people require to thrive in the digital environment is planned across the entire curriculum and as part of a whole school approach to digital learning and online safety.

Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.

Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.

Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.

Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

Privacy and security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

GOV.UK Menu

Home > Society and culture > Online safety > Teaching online safety in schools

Department for Education

Guidance

Teaching online safety in schools

Updated 12 January 2023

This **non-statutory** guidance outlines how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements.
It complements existing subjects including:

- relationships education
- relationships and sex education
- health education
- citizenship
- computing

There are no additional teaching requirements.

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Coverage at Halsford Park Primary School

purple mash

Computing Scheme of Work

Unit 4.2 – Online Safety

Medium term planning from Purple Mash

Year 1

Lesson	Title	Aims (Objectives)	Success Criteria
1	Safe Logins	• To log in safely and understand why that is important. • To create an avatar and to understand what this is and how it is used. • To be able to create a picture and add their own name to it. • To start to understand the idea of 'ownership' of creative work. • To save work to the My Work area and understand that this is private space.	• Children can log in to Purple Mash using their own login. • Children have created their own avatar and understand why they are used. • Children can add their name to a picture they created on the computer. • Children are beginning to develop an understanding of ownership of work online. • Children can save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work.

Year 3

Lesson	Title	Aims (Objectives)	Success Criteria
1	Safety in Numbers	• To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. • To understand how the Internet can be used to help us to communicate effectively. • To understand how a blog can be used to help us communicate with a wider audience.	• Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe. • Children can contribute to a concept map of all the different ways they know that the Internet can help us to communicate. • Children have contributed to a class blog with clear and appropriate messages. • Extension: Children understand that passwords help to limit who can see personal / private / confidential information.

Year 6

Lesson	Title	Aims (Objectives)	Success Criteria
1	Message in a Game	• To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location. • To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon. • To identify the benefits and risks of giving personal information and device access to different software.	• Children have used the example game and further research to refresh their memories about risks online including sharing location, secure websites, spoof websites, phishing, and other email scams. • Children have used the example game and further research to refresh their memories about the steps they can take to protect themselves including protecting their digital footprint, where to go for help, smart rules and security software.

Compassion Courage

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PROJECT EVOLVE®

Select Strand

- Self-Image and Identity
- Online Relationships
- Online Reputation
- Online Bullying
- Managing Online Information
- Health, Well-being and Lifestyle
- Privacy and Security
- Copyright and Ownership

Responsibility | Respect | Compassion | Courage

Self-Image and Identity

Ages 8-9

I can explain how my online identity can be different to my offline identity.	I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.
Self-Image and Identity	Self-Image and Identity	Self-Image and Identity

Outcome Criteria
Questions To Ask
Activity Descriptor
Resources

Toolkit ▸ Resources ▸ Year Group ▸ Year Four ▸ Self-Image and Identity

Self-Image and Identity

I can explain how my online identity can be different to my offline identity.

Outcome Criteria

I can explain how my online identity can be different to the identity I present in 'real life'.

I can explain the reasons for and against changing your identity online and explain how someone might do so.

I can describe the right decisions about how I interact with others online and how this will impact on how others perceive me

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Activity Descriptor

Begin by recapping what is meant by an 'identity' by drawing on the discussions from the previous section and the definition below:

Identity [noun] (Cambridge Dictionary) - Who a person is, or the qualities of a person or group that make them different from [or similar to] others.

This could be made up of many different parts, such as our physical features, facts about ourselves, our experiences and feelings

Explain to the children that the way we behave online and treat others can also form part of our identity. For example, if you were to always post funny pictures and videos, people online may think of you as a funny, light hearted and optimistic person. You may wish to allow time for the children to think of their own ideas of things which people could post and what that might make others think about them.

Resources

Open in full screen

Self-image and identity

Ages 7-11

Winning at county
52 views . 1 week ago
27 3
J_swims_and_wins
3 subscribers
SUBSCRIBE

5 comments

Well done mate 2 0

Pretty good but I could beat that time ha 4 5

I'm sure you'd be great too! 6

It's only county, not like you've won the olympics! 2 8

I'm still happy with my time. Next stop the olympics :) 9 2

Look at how **J_swims_and_wins** behaves towards others online. What might other people think about them?

Rank them using the qualities scale.

PROJECT EVOLVE

4

Google Slides

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HP COMPUTING E-SAFETY TIMETABLE 2024 - 2025

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 –	Self-image and identity	Self-image and identity	Self-image and identity	Self-image and identity	Self-image and identity	Outdoor Learning
Autumn 2	Online relationships	Online relationships	Outdoor Learning	Online relationships	Online relationships	Self-image and identity
Spring 1	Privacy and Security	Privacy and Security	Online relationships	Outdoor Learning	Privacy and Security	Online relationships
Spring 2	Outdoor Learning	Health, well-being and lifestyle	Privacy and Security	Privacy and Security	Health, well-being and lifestyle	Privacy and Security
Summer 1	Health, well-being and lifestyle	Re-visiting	Health, well-being and lifestyle	Health, well-being and lifestyle	Outdoor Learning	Health, well-being and lifestyle
Summer 2	Re-visiting	Outdoor Learning	Re-visiting	Re-visiting	Online bullying	Online bullying

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Any questions?

If your child is walking home from school, they may bring a mobile phone into school if you wish. These will be given to the teacher at the start of the day, locked in the classroom and returned to them at the end of the school day.

Please note- mobile phones should not be brought into school if your child/ren are picked up by you either on the playground or near the school entrance.

They should only be brought in if you need to communicate with your child because they are walking home. They should not be brought in as an accessory.

Children who bring in mobile phones must keep them in their bags once on the school premises (this includes the school drive and playground). Once in school, mobile phones should be handed in upon entering the classroom. Children will be given back their mobile phones at the end of the day on the playground.

We have already shared in Parent Forum and plan to in a workshop in Autumn 2 the proactive measures we already take as a school by sharing the scope of our online safety / PHSE curriculum. Our clear stance on educating pupils in line with statutory expectations. There is some helpful information in the statutory guidance for RSHE:

95. Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

116. At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

117. Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.