Online Safety Planning Grid

Key Stage 1

Objectives – Protective Behaviours	SCIB Objectives
Early Warning Signs H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings **Risk Assessment** H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong **Taking Action** H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets R1. to communicate their feelings to others, to recognise how others show	**H12.** rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety **H16.** what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy **R11.** that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) **R13.** to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable **R14.** strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

feelings and how to respond R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.	

Lessons		Introduction	Activities	Resources	Teachers Note
Year 1	1 *H12* *H13*	**SCIB Knowledge** Ask children when they having been using a device, have they ever seen content pop up that they weren't expecting e.g. adverts in YouTube? Share the Smartie the Penguin story (abridged) with the children and discuss the problems Smartie has faced and the actions that he has taken. Have 'role on the wall' of Smartie and helping hand next to it – what was his problem – what did he do about it?	Taking Action Children to work in threes to role play them having a similar issue to Smartie, talking to a parent/helping hand person to get help and one filming the situation. Children to practise saying the words out loud and watch a few back to pull out parts they have got in common and have done well.	Smartie the penguin story. Outline of Smartie with helping hand. iPads/recording device.	More Smartie the Penguin resources on Childnet.com
	2 *H4* *R12* *R10*	Play 'Simon Says' – in the context of using the iPad – e.g. Simon Says open an open app. Simon says take a photo. Click on an unknown link. Why might some of us not want to click on the link – link back to Smartie's story. Talk about how the teacher tried to **trick** you into doing something that was not safe.	Early Warning Signs Having Gingerbread man on the board – can children remember what this represents from the Substance Abuse strand? How might Smartie have been feeling/thinking inside when he was clicking the link? Refer		Using the language of 'trick' will help make the concept relevant to the children.

			to curiosity and excitement before clicking and then panic and worry after. Now we know that the internet can trick you, when we see something that makes us feel excited or curious, what could we do to make sure we are safe?		
	3 *H15* *R10*	Risk Assessment Show children a clip from the Smartie the Penguin story – revisit the idea that the click bait was a trick. Show children images of click bait – discuss with them about what makes them want to click it. What are the clues that they shouldn't and that it is a trick? Make notes of both of these aspects as you carry out the lesson for children to refer to.	Children to be given different images to discuss in groups referring back to 1. What makes them want to click it? 2. What clues are there that this is a trick? Revisit what we do if we have clicked on a link and then wish we hadn't – talk to a trusted adult.		
	4 *H13* *L10*	Taking Action Invite family into school to have a penguin tea party for children to retell the story to inform their parents about being tricked on the internet by click bait.	Prepare retelling using characters to help them. Also, have click bait pictures from previous lessons so that children can talk about it. Carry out role play scenarios with their parents.		If tea party is not feasible, you could ask the children to record content for the school newsletter or use older children in the school instead.
≻	1	**SCIB Knowledge**	Children to complete the	Use Digiduck's Big	Focus: being kind online.

	H16 *R11*	Share Digiduck story with the class. Discuss each of the main characters. Have outlines of the characters on the board and add notes with children about the character's Early Warning Signs - how they were feeling and what they did in the story.	worksheet about how the Digiduck characters are feeling and why.	Decision story from Childnet.com	
	2 *R13*	**SCIB Knowledge** Give children the scenario that someone has taken an unflattering picture of a friend and is showing everyone on the playground and is trying to get people to laugh at it. Talk to children about how this would be unkind behaviour (**teasing**) and how if this continued, targeting a child, this would be **bullying**. How is this situation similar to Digiduck? How did Digiduck make his friends feel? What action did Wise Owl suggest to take?	Give children some scenarios to discuss in partners is this teasing or bullying? How do we know? Is there any difference between teasing and bullying in person and online in regards to responsibility and how you make people feel? Risk Assessment – talk to children about before deciding to post something, how is it going to make someone feel?	Use Digiduck's Big Decision story from Childnet.com	Focus: being kind online.
	3 *H16*	Read *Digiduck's Famous Friend* and discuss the sorts of questions that he is asked and why he chooses to answer some and not others. What is personal information? Introduce the idea of privacy. What risks are created by sharing personal information online? Highlight the risk of sharing	Risk assessment Children to sort questions from the story into 'Do not share: private' and 'Okay to share: not private'. Review the questions with the class – why are they dangerous? Highlight that refusing to	Use Digiduck's Famous Friend story from Childnet.com	Focus: understanding privacy

		images and the fact that people can change what you look like etc.	respond and saying 'no', telling a parent that these questions are being asked is taking action to keep themselves safe.		
	4 *R14*	**Taking Action** With children summarise the two scenarios that Digiduck found himself in: posting pictures online and sharing personal information. Talk briefly about how the other characters in the stories had to make their own personal choices about how they reacted to the situation. Introduce Ricky Rat and explain that he didn't make such good choices and when he was shown the picture – he laughed and shared it to more of his friends. He even was unkind to Proud Pig about the photo. Introduce Gilbert Goat he knew that Ricky Rat was doing this but carried on playing with his friends and ignored it. Who was in the wrong? Introduce the terms bystander, victim, upstander and perpetrator – explain the roles. Which of the characters were which? Discuss how there were no Upstanders. Most of the people in the story were Bystanders because although they didn't invite DD to their party, they didn't actually help Pig. No one reported it.	Taking action – what could the animals have done differently? 1. Spoken to a trusted adult 2. Reported it online – show children how to do this through CEOP 3. If it feels safe (early warning signs, risk assessment), say 'Stop, this is unkind'. Options: Children complete a comic strip with an Upstander included Or Create class posters to tell people how to take action when faced with cyber bullying.		

Objectives – Protective Behaviours **Early Warning Signs** H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others **Risk Assessment** H1. what positively and negatively affects their **physical,** mental and emotional health H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' R15. to recognise and manage 'dares' **Taking Action** H14. to recognise when they need help and to develop the skills to ask for help; H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media	**SCIB Objectives** **H4.** to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves **H11.** To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. **H22.** strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others **H25.** how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request **R9.** the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' **R18.** how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) **R21.** to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and

				others; and that we all have rights to privacy	
Lessons		Teacher Lead Instruction	Activities	Resources	Teachers Notes
Year 3	1 *H9* *H4* *H11*	How do we know a person is likely to be safe in real life if we were lost in Banbury? We make a risk assessment based on what we can see e.g. uniform, actions, place of work. Write these and keep for later. Watch Lee and Kim video from CEOP. Explain that over the next four lessons, we are going to learn more about the key messages in the video: Early Warning Signs, safe and unsafe behaviours online, risk assessments and taking action. Talk to children about what 'safe' and 'unsafe' means – relate back to Substance Abuse strand. Talk about the children's behaviours in the video and sort them into two categories – safe and unsafe. Remind them of the vocabulary of risk, danger and hazard.	Class discussion: Ask the children about the games they play online – make a list and keep this for lesson 3. Does it have an online chat function? Do your parents know that you use the online chat? What do you talk about on the online chat? Can you make the same risk assessment online that you make in real life (relate back to the starter)? Have a picture of the adult bear character on the board – because we are online and we cannot see the person we are talking to, we need to be extra cautious and our default should be not to share rather than share. Our early warning signs might not be as strong because your eyes can't see the risks.		
	2 *H4*	**SCIB Knowledge** Show children an image of a child in school uniform. What do we know about them from looking at them? Teacher to scribe ideas. Add a speech bubble – what more do we know about them? Teacher to add to initial scribe.	Give children the *Information needed for a full risk assessment* document. Explain that to make a full risk assessment to decide if we are safe, we are more likely to be		NB. Child wearing a football scarf showing their team and their uniform

		Revisit the terms privacy and personal information. What happened to Kim and Lee in the video that prompted the guardian angel (Sid) to appear? Why weren't their early warning signs working at the beginning of the video? Why does Kim get early warning signs part way through? She begins to see the adult bear is not who he seems. Ask what risks the children faced. Introduce the idea that 'not knowing' a full picture of a situation makes it more likely to be unsafe.	able to do so if we have the information on the sheet. Ask children to cross out the information that Kim and Lee did not have. Reinforce that because they didn't know some of these answers, they were unable to complete a full risk assessment and were more likely to be unsafe. Repeat - 'not knowing' a full picture of a situation makes it more likely to be unsafe.		
	3 *H25* *R21* *H13*	**Taking Action** Highlight the fact that Kim and Lee's early warning signs didn't kick in until they were in the game and so were already at risk. Discuss ways in which Kim and Lee could have acted differently from the start to help keep themselves safe. What key rules does Sid have – look at Kim and Lee's Top tip poster. Discuss that steps 1-3 are preventative measures i.e. they can stop you getting into an unsafe situation and step 4 is a reactive response to an unsafe situation. If we can take more preventative measures, we are less likely to need a reactive response.	Discuss the top three apps/games/sites that were identified in lesson 1. Have a table for children to complete for the top three games played by the class. Have headings of: Before I use the game I can… Likely problems encountered when playing … How these problems make me feel … What action I can take…	You will need to tailor the content of this lesson to your survey from lesson 1. Use NetAware to support you in the planning and knowledge for this lesson. See suggested format for commonly used sites (as per pre-survery of year 3 children).	
	4	Recap with the children what games they play	Chn to work in pairs to sort the		

	R18	regularly online and discuss those that have an online chat function. What are the dangers of the online chat function? (eg. talking to strangers, horrible messages, giving away personal information, unsuitable content of messages). Show the three most frequently used games (result of current Y3 survey) alongside their netaware dial for bullying. Share that online, this is called cyberbullying. Discuss what this might entail and ask the chn to share (if they are comfortable) any experiences they might have had of this. Show and discuss the selection of options they might have if they have feel cyberbullying is occurring.	options into which would be the most/least effective in order to deal with cyberbullying. Chn to look at other chn's sorting – do we all agree. Discuss how chn have sorted the options as a class. Chn could stick the most effective options in their books as a record and reminder of how they can take action against cyberbullying.		
Lessons		Teacher Lead Instruction	Activities	Resources	Teachers Notes
Year 4	1 *R14* *R18* *H22*	What are the risks and benefits of going online? How do you keep yourself safe? Show the video *Block right good Alfie*! What unkind things happened to Alfie during the video – introduce the term 'trolling' what does it mean? Did we see and trolling in the video? Was cyber bullying taking place? How do we identify it? Reminder of bullying being repetitive and targeted with intent to harm.	Use video to complete actions and choices grid as a class. Discuss the unsafe behaviours that are identified and talk about how you could make each of these safer/positive choices. Write an email to Alfie to give him advice on how to take action to trolling.	*Block right good Alfie*!	
	2 *R21*	Recap *Block right good Alfie*! and safe/unsafe behaviours. Discuss how Alfie did keep himself safe online. Highlight that he took both preventative and reactive behaviours (from year 3) in the video. Show children the	Children sort and decide whether pieces of information are private or not private. E.g. Best friends first name, best friends full name.		

		annotated picture of the story outlining these choices. Discuss there is a difference between private and not private information when talking about ourselves. Using a couple of examples, discuss whether the information is private or not private.	Revisit the ones that have been placed in unsafe – talk about the risks associated with them. Draw up a list of risks that could occur as a result of the actions.		
	3 *H22* *R21*	<u>SCIB knowledge</u> Watch the Film 2: Who's Magnus – pause when Sam is accused of posting the photo AND sending unkind messages (4:50). Discuss what Sam did and did not do. Why might the other children not believe him? Talk about losing trust of the people who know you. Pause after Megan says that she had Sam's personal information (5:18). What information did she have of Sam's and what did she do with it? Who was in the wrong? Both – Megan was wrong to use it but Sam did not protect his information. Discuss how the only actions you can control are your own – you will meet people who are unkind so you must protect yourself.	Risk assess passwords – can they be linked to a particular character's account? Look at Dinopass and the criteria to make a strong password. Take action by children generating passwords for the characters in the film. Children to create their own online profile for streaming content. To include: avatar, name, friends only setting. Remind them that they would need to create a random password but highlight that they couldn't write it on here!		
	4 *R9* *H22*	Watch *They have fans, but we have friends!* Pause at 2:15. What early warning signs is Alfie experiencing? Why? Pause at 2:43. What are Alfie's early warning signs now? Why are they stronger? Highlight	Children to create a digital pledge to summarise how they will take action to keep themselves and others safe online. Blocking		

		that he is risk assessing by trying to uncover more information. Discuss does anyone really know Magnus? What should Alfie do at this point? Why might Alfie not want to tell an adult? Why must he? Discuss how sometimes we must break a confidence to keep people safe.	Reporting online Reporting to an adult to get help Respecting privacy Not sharing personal information Kind content Watch end of the video.		

Upper Key Stage 2

Objectives – Protective Behaviours	**SCIB Objectives**
Early Warning Signs H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these HW13. That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. **Risk Assessment** H1. what positively and negatively affects their physical, mental and emotional health	**H4.** to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves **H13.** how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media **H24.** the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) **H25.** how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request **R9.** the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break

H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media R15. to recognise and manage 'dares' **Taking Action** H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk	a confidence' or 'share a secret' **R14.** to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) **R18.** how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) **R21.** to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media R15. to recognise and manage 'dares'	

Lessons		Teacher Lead Instruction	Activities	Resources	Teachers Notes
Year 5	1 *H4* *H22*	Why do people post content online? What do you post online? What do you want people to think about you? Give two extracts of the same day – which is the reality and which has been doctored to make the day seem amazing? Why might someone post this? What are the consequences of this for you? For others? Show pictures of celebrities with make-up/clothes/skin products/actions. Also show people in their natural state. Why would people prefer to present a polished image? Some celebrities are known for their image, others are known for their actions.	Children to compare magazine covers looking specifically about the messages the phrases convey. Annotate the covers. Which magazine has the intention of developing the reader to become their best self? Which has the power to make you feel inadequate?		Year 5 content focusses on a better understanding of the unrealistic nature of online content and how this links to self-esteem. We have chosen this focus because we know that low self-esteem makes children vulnerable to online grooming as children look for validation to raise their self-esteem.
	2 *R21*	Recap magazine covers – what would we be proud of to post on our school website?	Group activity – create the content and front cover for our school.		
	3 *H13*	What are you liking? If you like a post of someone being unkind, what does that say about you as a person? If you like a photo of someone who has clearly put loads of make up on, are you making them feel like they have to be like that all the time. If you wanted to comment	Representing yourself GENDER risky behaviour – train track. Canal jumping (what if it goes wrong?) What if you think you look amazing?		
	4	Taking action. What if someone posts information/pictures of you or requests a	Children to write their own digital pledge - how will they look after		

	H24 *H25* *R21*	picture of you and you don't want this to happen. What could you say? Create scripts as a class that children can practise. Highlight that this is part of looking after yourself when using media. What else could you do to look after yourself? Share research. Turning phone off at night, limiting screen time etc. Make a list on the board.	themselves? Children to choose/craft their own sentence to use if they want to say no to requests or having their picture posted.		
Lessons		Teacher Lead Instruction	Activities	Resources	Teachers Notes
Year 6	1 *R9* *R14*	Share with children the message conversation (fictional dialogue between 10-year-olds) that includes a disclosure – do not point out the disclosure. Children to read in groups – what are their thoughts about the conversation. See if pick out the disclosure. What would they do if someone had said this to them? Link to Early Warning Signs. Talk about the concept of 'keeping something confidential or secret'. Should they tell a trusted adult? Talk children through a risk assessment – what would be the risk if they told someone, what would be the risk if they didn't? Emphasise to the children that although they feel grown up, they are still children and it is not their responsibility to solve the problem with no help.	Taking action. Work with children to create a class decision-making flow chart (example included). Reinforce the concept of urgency. Children practice using this with different scenarios.		
	2	Age 10. What can you do at this age? What	Children to re-sort the scenarios		

	R14 *R18*	can't you do? Highlight the fact that examples given show the beginning of independent responsibility. Introduce the concept that aged 10, you become criminally responsible for their actions. What does this mean? Give children scenarios – ask them to order them in order of seriousness – least to most. At what point do they think the police could become involved? Introduce the categories of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling').	into the categories. Review as a class. Discuss the spread of criminally responsible scenarios. Remind children of taking action from last lesson – what outcomes would these scenarios have when using the decision-making flow chart?		
	3 *H13* *H25*	Place on tables icons from commonly used sites/apps that children in year 6 would access. Children to have coloured spots/stickers to indicate whether they access the site with their parent's knowledge or without. If appropriate, leave the room to allow children to honestly respond. Provide children with the Risk dials (from NetAware) and ask them to discuss and match up as a class the game to the dials.	As a class, go through each dial and create a class definition of what each dial means and what it could look like in an app/game.	**www.net-aware.org.uk**	
	4	Revisit with children the dials from the last session. Show children the Kid's Review of Fortnite. Discuss the structure of the review. Also discuss how the website isn't saying don't play on it – that has to be a decision you make during risk assessing. If there is a way to reduce the risk, then you could choose to do	In groups children to create their own Kid's Reviews. >What is positive about it? >What is negative about it? Link back to the knowledge of the dials. Once the children have made	**www.net-aware.org.uk**	

		this e.g. turning off online chat or increasing privacy settings. We are going to make our own content. Highlight that producing this information for the school is us taking preventative action and that they are able to support other children who might not be as informed as you.	their videos, publish these and then help them to make a QR code to link to their review. Children also complete top tips to make the app/game safer to play. Show children how to screenshot the dials to include on their review page/give them print outs. See format for the final app/site review.		