CAMBRIDGESHIRE PSHE SERVICE

Cambridgeshire Primary Personal Development Programme
HSL   Enrichment Unit   ES 1/2 E-safety - Me and My Online Identity

KS1 • Years 1/2

Unit Context

The Byron Review – Children and New Technologies (2008) recommended that '*children and young people need to be empowered to keep themselves safe – this isn't just about a top-down approach. Children will be children – pushing boundaries and taking risks. At a public swimming pool we have gates, put up signs, have lifeguards and shallow ends, but we also teach children how to swim*'. See **Resources to Support this Unit** for a summary of the Byron Review, and for a more recently published progress review.

The National Curriculum statements for E-safety are as follows:
Key Stage 1 pupils should be taught to:

• **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.**

Key Stage 2 pupils should be taught to:

• **Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.**

Schools should develop e-safety procedures and policies including age appropriate Acceptable Use Policies (AUPs). AUPs are simply a set of common sense rules which, when embedded within a wider framework of e-safety measures, can help to promote the positive behaviours needed to stay safe.

As children's experience of life widens, they will encounter an increasing number of contexts in which they need to have the skills to keep safe and this includes staying safe when using technology. Being safe online and behaving responsibly are important aspects of using the Internet and online technologies effectively. BECTA states that '*Terms such as e-safety, online, communication technologies, and digital technologies refer to all fixed and mobile technologies that children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks to their wellbeing and safety*'.

This unit of work provides these learners with the opportunity to learn how to keep themselves safe online and show that they are adopting safe behaviours. It is focussed on maintaining an appropriate online identity and although at school this will invariably take place in a monitored online environment often referred to as a learning platform, at home children may well be accessing virtual worlds with varying amounts of support and guidance.

Essentially the skills, knowledge and behaviours covered in this unit could be applied in a variety of online situations and in any case should apply any time, anywhere and with different types of technologies. Pupils need help from informed professionals to learn how to keep themselves safe regardless of where they are, whether out and about or online. They should be taught to minimise the risks to their personal safety when using all kinds of technologies – a desktop computer, mobile phone, iPad or iPod Touch, Play Station, Xbox, TV. They need to be guided to develop their own safe and discriminating behaviours so that they know what to do when faced with the unexpected.

In Cambridgeshire, many schools have taken part in the Health Related Behaviour Survey (HRBS) which asks specific questions about children's internet safety. In recent data, 39% of children in Years 5 and 6 report that they have used an internet chat room, 13% have met someone in real life who they first met online, and 18% have a profile on My Space, Facebook or Bebo. 12% of those with a profile on one of these social networking sites have their profile set to friends only. Although these are statistics for Year 5 and 6 children, younger children access the internet for a variety of reasons, and there are children's social networking sites (e.g. Club Penguin, Moshi Monsters) which are aimed at children of a younger age. Children need to develop strategies and skills for keeping safe which will be useful both now and in the future as their internet use extends and develops.

Unit Description

In this unit children will continue to explore what being safe online means. They will review their understanding of information as being precious or special because it applies just to them, and learn that private information is as valuable online as it is off-line, and should therefore not be shared.

Learning Expectations

At the end of this unit most pupils will:

• be able to say what it means to stay safe online and why it is important.

• be able to review their online identity, image and nickname.

• be able to publish their online identity.

• begin to know what to do if they see something inappropriate online.

Some pupils will not have made so much progress and will:

• be able to say, with support, what it means to stay safe online.

• understand some aspects of creating a safe and appropriate online identity.

• be able to publish their online identity with support.

• be able to take part in online activity with the close supervision of an adult.

Some pupils will have progressed further and will:

• be able to set up and personalise own online space independently.

• understand several aspects of creating a safe and appropriate online identity.

• have strategies for what to do when they or someone else sees something inappropriate online.

Children will develop their thinking about how they want themselves to be seen online as well as reminding them of the need to keep private information safe. They will learn how to publish their profile online and be able to evaluate the safety of their profile. They will learn how to evaluate what they see online, and learn some strategies for keeping safe and knowing what to do if they access material which is inappropriate, or makes them feel uncomfortable.

The E learning Team at The ICT Service (Cambridgeshire) have developed a programme related to e-safety (the ACE programme) which enables pupils to become safe and responsible users of new technologies. The ACE programme links with and extends this unit of work, and includes in addition:

• Connecting with others - addresses blogging, email, using discussion forums and associated etiquette.

• Exchanging and Sharing Information – looks at how to communicate with others but especially about sending and receiving messages and information.

• Finding Things Out – deals with safe searching on the internet including copyright and reliability of information

Notes for Staff

It is recommended that teachers discuss ground rules about computer use with the children at the beginning of this unit (e.g. telling your parents when you are going online). When developing ground rules, it is important to discuss with children how they might apply these when using technology at home as well as at school, and to encourage them to discuss the ground rules with adults at home. Many schools now use a learning platform so that children can develop safe behaviours under the watchful eye of their teachers and other trusted adults who can act as moderators and guides, pointing out to children when they behave in an inappropriate way or take unnecessary risks. Cambridgeshire schools have access to a Local Authority endorsed platform called Starz. In other areas there will be alternative systems available that provide an extra level of security while children develop safe lifelong behaviours. If your school has not yet adopted a learning platform you can still address the issues highlighted in this unit of work as children will undoubtedly be starting to use social networking sites and mobile technologies outside school. It may be possible to organise a trial of an online area so that you can get a feel for the opportunities and potential as well as the risks when children launch enthusiastically into the online world, and how important it is to develop safe lifelong behaviours.

Be alert to children's home circumstances which may influence their learning in this area, particularly regarding their access to the internet and to a range of technologies. Ensure you are familiar with and working within your school's policies around e-safety, especially AUPs. For more information about AUPs, see AUPs in Context – Establishing safe and responsible online behaviours (Becta 2009).

Out of School Learning

This unit provides the opportunity for raising awareness amongst parents and carers of online safety issues. You may wish to invite parents and carers to attend an information session, or an assembly led by the children. You could ask the children to review their home usage of the internet and to make a poster to remind users at home about how to stay safe online. Several of the activities in this unit could be shared with home. If you choose to send activities home, ensure that they encourage discussion and are not collected in like homework, as this may lead to families feeling uncomfortable, or feeling that their home lives are being checked up on. Be aware of those who do not have access to the internet at home and encourage them to access it at the library or through a club at school. Parents may have questions about the levels and types of parental control software available for different devices. Encourage them to contact their provider or company for further information, and to consider setting up different login profiles with different settings for different family members.

Sensitive Issues

Sensitive issues to be aware of are marked in the Points to Note column with this symbol.

In particular in this unit, it is important to be sensitive to families' different approaches to using technology, whilst always promoting safer internet use. It is also important to be aware that children will have different experiences in relation to the extent of technologies available to them at home. When children are creating their identity profile, they may need guidance about appropriate images to use. Sometimes parents/carers may be unaware of their children's activity online, and/or may need to develop their own understanding about the appropriate use of images. Schools need to have a clear policy about use of images from home, i.e. parents need to have given their permission for photos from home to be used in school, as well as being clear about how photos taken at school will be used.

Children may, without thinking twice, copy and paste images of, for example, pop stars or football players, and use these in their online space as their identity profile. They may even use compromising/risky images from home without permission that parents may be unaware of. During this unit, information may come to light which raises safeguarding concerns – if so it is important to follow your Safeguarding and Child Protection Procedures. One possible area of concern might be Child Sexual Exploitation - for further information see **Sources of Information and Support**.

Activities for Recording Assessment

'A' at the end of an activity indicates an opportunity for recording assessment.

Activity 2.1 You could use the children's drawings and writing as well as their 'Yes' and 'No' responses to each other to assess their knowledge of what is safe and unsafe to share online.

Activity 6.2 You could use the children's safety plans to assess their learning about how to stay safer online across the whole of this unit.

Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this Unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool.**

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on Circle Time and using the Draw and Write technique.

A full list of resources is included at the end of this guide.

Linked Units

PS 1/2 Personal Safety

MR 1/2 Managing Risk

DC 1/2 Diversity and Communities

AB 1/2 Anti-bullying

Contents

1. To be able to talk about my identity both in real life and online.

2. To know what information I can use to create a safe online profile.

3. To be able to design their own online space.

4. To be able to recognise when something they see or hear online makes them feel uncomfortable.

5. To know what to do when something they see or hear online makes them feel uncomfortable.

6. To understand what they have learned and be able to share it with others.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
1. To be able to talk about my identity both in real life and online.	**To be able to:** • share information with someone without giving away personal details • describe how we know things about each other • understand that we should keep our information safe when using technology	**1.1 My identity** In Circle Time, ask the children to complete a sentence stem such as *something I like*… or *something I like to eat*… . Then talk to the children about what it means that we all have an "identity", i.e. there are things which we have in common with other people but that we are all unique.	• This links to work in other units about identity, for example **DC 1/2 Diversity and Communities**. • For Circle Time, see the **Teaching Guidance**.
		1.2 Safe/Not safe Choose a willing pupil and ask them to share three facts about themselves with the class. This could include 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 and how we get this information (*i.e. 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*). Ask the children how this might be different if the person who we were talking to was on the computer? Ask the children how we know who they are? Ask them how much information we should share with them.	
		1.3 Sharing Ask children to discuss in pairs what kinds of things we could tell someone online. Discuss their ideas and divide their comments into 'safe to share' and 'not safe to share' and record the ideas so that the class can see them.	
		1.4 ThinkuKnow Use the video resources from the ThinkuKnow website - either Hector's World Episode 1 or Lee and Kim's Adventure – Animal Magic to enable children to understand the importance of a safe online identity.	• See www.thinkuknow.co.uk/5_7/ for Hector's World and Lee and Kim's adventure.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
2. To know what information I can use to create a safe online profile.	**To be able to:** • say what sort of information I can use online • know how to create a safe online profile • design an image for my online profile • choose a suitable nickname to use online	**2.1 Fairy Tale Profile** Choose a character (*e.g. Snow White, Harry Potter, SpongeBob SquarePants etc*). Talk to the children about how you would create a profile for this character and what information about them it is safe to share online. Ask the children to discuss in talk partners. Take ideas from the class about what they could share and what is not safe to put online, showing the children how to use Yes and No cards to indicate whether the information is safe to share or not. Ask the children then to 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. Ask them to take it in turns to share their ideas with a partner who holds up a Yes or No card to indicate whether the information is safe or not. **A**	• This activity is designed to instil safe behaviours at an early age when using social media. • See Resource 1 for Yes and No cards.
		2.2 Creating your first profile Show the children your learning platform (for some Cambridgeshire schools this will be Starz), and look at an identity image. Explain that this is where people can upload a picture that other people will use to recognise them when they send messages or chat online. Ask the children to discuss in groups of 3 or 4 how they would present themselves, and what kind of picture they would use in order to do this. Take their answers and use them to talk about whether it is safe or not to put a photo of themselves online. Discuss the appropriateness of drawing a face, a logo, a picture or a pattern but never using a photograph. Show the children the test pupil home page and guide them through the process of creating their own personal identity image.	• See www.starz.org.uk. • Using Starz or your own learning platform, create a test pupil or an example profile.
		2.3 My Picture online Discuss with the children how they might create their own identity image online perhaps using a wesbite service such as Twinkl or a drawing package (Paint, 2Paint for example) to design a picture. Discuss how it is not appropriate to use pictures taken from Google, or from a website on the internet as it is not a photograph they have taken themselves. Ensure children know that if it is not their picture or photo then they do not have permission to use it on their page.	• Refer to your school's relevant AUPs for use of images. See Unit Context and Notes for Staff. See AUPs in Context – Establishing safe and responsible online behaviours (Becta 2009). • See www.2simple.com for 2Paint.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		2.4 My Nickname Introduce yourself to the children as 'Mrs O' or a suitable nickname. Ask the children whether or not it is safe to use their real name online and give reasons for their answer. Show the children the Moshi Monsters website or the Club Penguin website or similar and explain that children can use these websites to chat to their friends. Explain to them that, as it is unsafe to use your real name to chat with people you can't see and don't know, we have to use nicknames. Explain that people choose all sorts of different nicknames: it might be their initial and a colour, or their pet's name, or a number with a name, a shortened or lengthened version of their surname or a famous name mixed with their own name.	• Nicknames should be short and memorable, reflecting some part of the child's life so they can remember it easily. Tell the children that whatever nickname is chosen it shouldn't embarrass or offend anyone else and you should be able to pronounce it easily. • Note that it is important to encourage children to choose their own nicknames, rather than allow others to choose for them. • See www.moshimonsters.com and www.clubpenguin.com
		2.5 The Nickname Game Have a variety of nicknames/colours/animals/characters etc. in a bag, all mixed up. Ask the children to pick two each and try to use one or both of their words to personalise a nickname for themselves. Ask some children to share these ideas with the class and ask the children to use these ideas to come up with their own nicknames, based on their own ideas, for example, their likes and dislikes. Give the children time to design their own nickname and draw it/write it in bubble writing using pens or pencils or use a paint package such as Paint or 2Paint.	• See www.2simple.com for 2Paint.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
3. To be able to design their own online space.	**To be able to:** • talk about how my bedroom shows some of the things I like by how it is decorated and the things that are in it • choose how my Starz page looks • be able to make my online space show something about me which is safe to share	**3.1 My Online Space** Tell the children that they are going to spend a bit of time talking about what they have in their bedrooms. Suggest areas they might talk about such as the posters or pictures they might have, cushions or beanbags, a duvet cover with a character on, wall stickers, wallpaper or a certain paint colour. Show the pictures from My Bedroom to give them some ideas. Ask the children to turn to their talk partner and tell each other what their bedrooms have in them. Take some ideas from the children to show that they have different ideas about how to make their bedroom their own. Explain the process of personalising their own online space. Show the children the test pupil page and go through the process of choosing a background. Give children the opportunity to have one to one time, or time in small groups, with the teacher, to create their own online space by choosing a background.	• See Resource 2 for My Bedroom. • Ensure children know that this activity is about using bedrooms as an example of their personal identity, but that it is not appropriate to share photos of their bedrooms online. • Be aware of pupils who share a bedroom with a sibling. • Be aware of pupils whose families may be living in temporary accommodation. • See Activity 2.2 and the associated Points to Note.
4. To be able to recognise when something they see or hear online makes them feel uncomfortable.	**To be able to:** • give examples of things that make me feel safe • be aware of my sixth sense and know that I should trust it • suggest feelings someone might have when they see or hear something new online	**4.1 Feeling Safe/Unsafe** In Circle Time ask the children to complete the sentence stem: *I feel safe when*… or *Something that makes me feel safe is*...	• For Circle Time, see the **Teaching Guidance**. • Explain to the children that although we tend to be at home or at school when using the internet, it is a little like exploring a large city - there are risks involved and we need to learn ways of keeping ourselves safer. • If you would like to explore learning objectives 4 and 5 in more detail, see the ACE scheme – see **Sources of Information and Support**. • This links with work in unit **PS1/2 Personal Safety**.
		4.2 Using our 'sixth sense' Use one or both of activities 3.1 and 4.2 from the PS 1/2 Personal Safety unit which focus on identifying and using our sixth sense. Alternatively, use the Scenarios, giving the children one scenario per pair and asking them to identify the possible feelings of each person.	• See unit **PS 1/2 Personal Safety**. • See Resource 3 for Scenarios.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
5. To know what to do when something they see or hear online makes them feel uncomfortable.	**To be able to:** • talk about who is in my Safety Circle • know that I can talk to people in my Safety Circle if I see or hear something which makes me feel uncomfortable • know about tools such as safety buttons I can use to help keep safer online	5.1 **Safety Circles** Remind the children about their Safety Circles which they may already have developed in other units of work. If not, you can develop them with the children now using the Teaching Guidance. Ask the children to find and review their Safety Circles, in case there is anyone they'd like to add or remove. Ask the children to identify one or more people they could talk to if they see or hear something online which makes them feel uncomfortable. Remind the children that they could show whatever they have seen online to this person/people and then discuss what to do next.	• Safety Circles are developed in units **BB 1/2 Beginning and Belonging** and **PS 1/2 Personal Safety** and are also used in other units. See the **Teaching Guidance** for further information about Safety Circles. • Encourage parents and carers to talk with their children about what they are doing online, and to experience it together sometimes.
		5.2 **Safety buttons** Show the children the various safety buttons which appear on different websites. Explain how they might be used.	• In Cambridgeshire, Starz, www.starz.org.uk has a whistle that children can click on if they encounter something they are unhappy about – it sends an email to the appropriate adult in school. • Most social networking sites have a '*Report Abuse*' button which enables children (and adults) to report cyberbullying or something else on screen that worries them. Often this button links directly to CEOP (Child Exploitation and Online Protection). See the 'ThinkUKnow' website for guidance on how to use the CEOP Report Abuse Button. See **Sources of Information and Support**.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
6. To understand what they have learned and be able to share it with others.	**To be able to:** • say what I have learned • share it with others	6.1 **Processing the learning** Review with the children what they have learned in this unit about staying safer online. Ask them to making a reminder poster with information about staying safe online to display in the classroom or at home.	
		6.2 Ask the children to use the Safety Plan Template to write and draw some of the ways they can stay safer online. Encourage them to keep this as a reminder. **A**	• See Resource 4 for Safety Plan Template.
		6.3 In Circle Time, ask the children to complete the sentence stem: *To stay safer online I will…*	• For Circle Time, see the **Teaching Guidance.**

Resources to Support this Unit

The following resources are included in the ES 1/2 Resource Pack linked to this unit:

1. Yes and No cards

2. My bedroom

3. Scenarios

4. Safety Plan Template

These resources are directly referenced within this unit:

Safer Children in a Digital World – The Byron Review – Children and New Technologies 2008

Byron Review summary

A review of progress since the 2008 Byron Review

ACE – Accredited Competence in E-safety
A scheme for children to show that they are adopting safe behaviours on the internet. For more information, phone the Cambridgeshire ICT Service on 0300 300 0000 or contact info@theictservice.org.uk

Starz www.starz.org.uk (or your own learning platform)
Starz is an online service for Cambridgeshire schools of a type often called a 'learning platform' or 'virtual learning environment' (VLE). It provides on-line tools, such as email, chat, wikis, and information areas.

Thinkuknow www.thinkuknow.co.uk
Contains Information from the Child Exploitation and Online Protection Centre on how to stay safe online. Also provides activities for teaching, and for children to access individually, which reinforce messages about staying safe online.

Hector's World
www.thinkuknow.co.uk/5_7/hectorsworld
A free download which children can click on if they see something that makes them feel confused or scared when they are using the computer. They can click on Hector to cover the screen and ask for an adult to help them.

Club Penguin www.clubpenguin.com
Club Penguin is a advert-free, virtual world where children can play games, have fun, and interact. It contains a Parents' section, which explains the different aspects of the site and gives reminders of tips to share with children about internet safety issues.

Moshi Monsters www.moshimonsters.com
Moshi Monsters is a free online game for children, where they adopt a monster and look after it. Children whose parents/carers give their consent can become 'users' on the site, and can adopt a Moshi Monster. There is an extensive parents' section, which explains about issues of internet safety, and how the site allows some limited and monitored social networking facilities.

These may also support work on this unit:

Alternative Learning Platforms: Frog Learning Platform www.frogtrade.com, E-schools www.eschools.co.uk, ITS Learning www.itslearning.com

Sources of Information and Support

Cambridgeshire ICT Service www.theictservice.org.uk
The E-learning team provides a wide range of curriculum advice on all aspects of ICT, including the use of a learning platform and guidance and training on e-safety. For their e-safety information and guidance, see www.ccc-esafety.org.uk/website Email: info@theictservice.org.uk

Your school/establishment's Designated Person for Child Protection should be informed if you are worried about a child or children in your school/establishment.

Education Child Protection Service, Cambridgeshire County Council
The Education Child Protection Service contributes to protecting and safeguarding children and young people by providing training, support and advice to staff in schools and educational settings to enable them to fulfil their duties and responsibilities under current legislation and guidance relating to child protection. Training on personal safety for staff from primary aged schools/settings and Local Authority services can be requested by telephoning 01223 729039.

Child Sexual Exploitation
CSE is a form of abuse which involves children and young people being forced or manipulated into sexual activity in exchange for something. For further information see the Child Sexual Exploitation Factsheet

Acceptable Use Policies
AUPs in Context – Establishing safe and responsible online behaviours (Becta 2009). Guidance on developing AUPs in school.

Know IT All for Primary Schools www.childnet.com/kia
Designed by Childnet International for primary school staff to help them understand and teach important E-Safety issues including cyberbullying.

Also includes information for parents.

Childnet International www.childnet.com
This organisation works in partnership with parents, carers, teachers and professionals to help make the internet a safer place for children. The website contains information, advice and resources.

Kidsmart www.kidsmart.org.uk
An award winning practical internet safety programme (part of Know IT All. See above) for schools, parents/carers and children. Includes the teaching resource: SMART Adventure.

Safe www.digitalme.co.uk
Safe is a programme of practical activities to develop children's skills, confidence, skills and safety awareness when using social network sites.

E2bn www.e2bn.org
E2bn is the east of England Regional Broadband providing services and classroom resources for teachers and schools.

NSPCC Net Aware www.net-aware.org.uk/
A guide for parents to the social networks, games and apps which children use.

Cambridgeshire Healthy Schools Programme
The Cambridgeshire Healthy Schools Programme provides schools with a framework and a process to review and develop a whole school approach to promoting pupil wellbeing. Consultancy is offered to schools to support needs analysis, setting outcomes, implementing actions and evaluating impact.
For Cambridgeshire schools, contact the PSHE Service.

Cambridgeshire Primary Personal Development Programme

HSL • Enrichment Unit • ES 1/2 E-safety - Me and My Online Identity

Contents

Resource 1 - Yes and No cards

Yes	No
Yes	No
Yes	No
Yes	No
Yes	No

Resource 2 - My Bedroom

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3

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4

Resource 3 - Scenarios

You have borrowed your brother's mobile phone to send a text message to your auntie to say Happy Birthday. Your auntie's number is saved in the phone so when you get a reply it has "Auntie Sarah" written next to the message. A few minutes later you get another text message but this time you don't know the number. It says "You have won a prize - please reply."

You are very excited because you got a mobile phone for Christmas and you have been texting two of your friends most days. One day another girl in your class texts you and it says "Everyone is coming to my party but not you because you're babyish".

You are doing some homework on the computer and you are looking for a photo of an elephant. You find lots of good ones but then you see one which makes you feel sad and a bit scared - this elephant looks very thin and ill and has lots of cuts on his body.

Your teacher has given everyone their username and password for Starz. She says you need to change the password and not tell anyone what it is. You are very worried about forgetting it so you write your username and password on a piece of paper and put it in your drawer. The next day the piece of paper is not there.
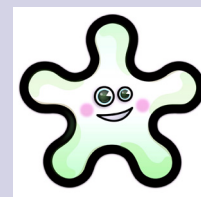
You and your friend have signed up to a new website for children. You notice that your friend has said that she is 8 years old when she is actually only just 7.
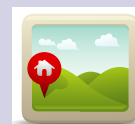
Find out from the children some situations so that you can discuss current relevant scenarios.

Resource 4 - Safety Plan Template

My Online Safety Plan

Cambridgeshire Primary Personal Development Programme • Monitoring Coverage

Class:

Teacher:

Term: Autumn/Spring/Summer

HSL Enrichment Unit ES 1/2 E-safety - Me and My Online Identity	R	A	G	Notes
1. To be able to talk about my identity both in real life and online.				
2. To know what information I can use to create a safe online profile.				
3. To be able to design their own online space.				
4. To be able to recognise when something they see or hear online makes them feel uncomfortable.				
5. To know what to do when something they see or hear online makes them feel uncomfortable.				