ONLINE SAFETY

AGENDA

>Importance of online safety

>What we teach about online safety

>Strategies to support families

>Advice

SAFER INTERNET DAY 2023

THE IMPORTANCE OF ONLINE SAFETY

❖Children need to be aware of the impact that their online activity can have on both themselves and other people, and the digital footprint that they create ion the internet

❖It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information that they may have posted

❖When using the internet, it's important to keep personal information safe and not share it with strangers.

THE IMPORTANCE OF ONLINE SAFETY

❖Some online content is not suitable for children and may be hurtful or harmful: social networks, online games, blogs and websites;

❖Fake news: it is important for children to consider the reliability of online material and be aware that it might not be true or written with a bias

❖There can be legal consequences for using or downloading copyrighted content, without seeking the author's permission

THE IMPORTANCE OF ONLINE SAFETY

❖Some online content is not suitable for children and may be hurtful or harmful: social networks, online games, blogs and websites; ALWAYS check age and content https://www.commonsensemedia.org/ provides up to date reviews and helpful guides for parents.

❖Fake news: it is important for children to consider the reliability of online material and be aware that it might not be true or written with a bias

❖There can be legal consequences for using or downloading copyrighted content, without seeking the author's permission

IMPORTANCE OF ONLINE SAFETY

❖Children need to understand their actions online can be just as hurtful as offline actions and that deliberately seeking to hurt or upset someone is always unacceptable.

Talk to your child about sharing things on the internet, this may be sharing information or chatting to others but could also reach to sharing images or videos without permission or of a sexual nature. Younger children often find this 'funny' and don't recognise this as a serious matter until things are taken too far.

WHAT WE TEACH

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.

Our online safety curriculum, from EYFS to KS2, is based around 'Education for a connected world'- a government framework to support all aspects of online life.

SUPPORTIVE STRATEGIES

Set out ground rules and expectations for the family – when do adults and children use their devices,
• when are devices put away,
• where are devices kept during the night,
• what apps/websites are the children using,
• what should happen if something pops up unexpectedly on the screen,
• what should happen if someone unknown gets in contact, asks to be a friend, asks for personal information, images or even to meet up,
• how people should communicate with each other online and what should you do if someone does communicate in a hurtful way

ADVICE AND SUPPORT

Our School Website offers Monthly online news lead by the children and termly newsletter

https://www.stcuthbertsk.org/web/e-safety/174234

Other Useful Websites

For further information please use the listed websites below which contain a wealth of knowledge and expertise about internet safety.

- https://www.nspcc.org.uk/keeping-children-safe/online-safety/
- https://www.childnet.com/parents-and-carers/
- https://saferinternet.org.uk/
- https://www.thinkuknow.co.uk/
- https://parentzone.org.uk/
- https://www.youtube.com/myfamily/?gclid=Cj0KCQiA2sqOBhCGARIsAPuPK0h3gNmafc9FS-QlSOyubQdAUQuJ-HDXB77k10P3ItgRuuWB3bEBuRAaAvycEALw_wcB&gclsrc=aw.ds