

Online Safety Pathways

| Purple Pathway | Orange Pathway | Green Pathway |
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| <p>All students will...</p> <ol style="list-style-type: none"> 1. Understand families and groups to which they belong 2. Be aware of peers and recognition of self 3. Understand the relationship of cause and effect. To anticipate and think about what might happen as a result of an action when choosing a song, completing a game on the iPad/ IWB. 4. Understand class online safety rules drawn up and agreed upon by the whole class 5. Understand acceptable behaviour, i.e. be polite, common courtesy and basic manners in daily class interaction no bad or abusive language or other inappropriate behaviour; 6. Be aware that all children may have different basic needs and different viewpoints and opinions and that people may behave in certain ways for different reasons; 7. Understand how to sort and categorise and how this helps to find things through questioning or searching (to understand how search engines work) <p>Most students will also...</p> <ol style="list-style-type: none"> 8. Understand the differences between real life and screen items, people, etc. and/or fiction (made up information) and fact and opinion 9. Keep personal information private; 10. STOP and THINK before they CLICK 11. Develop a range of strategies to evaluate and verify information before accepting its accuracy; 12. Be aware that the author of a web site/page may have a particular bias or purpose and to develop skills to recognise what that may be; 13. Know how to narrow down or refine a search; To understand how search engines work and to understand that this affects the results they see at the top of the listings [for older students]; 14. Understand acceptable behaviour when using an online environment / email, i.e. be polite, no bad or abusive language or other inappropriate behaviour; 15. Keep personal information private; 16. Understand how photographs can be manipulated and how web content can attract the wrong sort of attention; 17. Understand why on-line 'friends' may not be who they say they are and to understand why they should be careful in online environments; <p>Some students will also...</p> <ol style="list-style-type: none"> 18. Understand why they should not post or share detailed accounts of their personal lives, contact information, daily routines, location, photographs and videos and to know how to ensure they have turned-on privacy settings; 19. Understand why they must not post pictures or videos of others without their permission; 20. Know not to download any files – such as music files - without permission; 21. Have strategies for dealing with receipt of inappropriate materials; 22. Understand why and how some people will 'groom' young people for sexual reasons [for older students]; 23. Understand the impact of online-bullying, sexting and trolling and know how to seek help if they are affected by any form of online bullying. 24. Know how to report any abuse including online-bullying; and how to seek help if they experience problems when using the Internet and related technologies, i.e. parent or carer, teacher or trusted staff member, or an organisation such as ChildLine or the CLICK CEOP button. | <p>All students will...</p> <ol style="list-style-type: none"> 1. Recognise and label themselves in individual and group photos or acknowledge own name 2. Be aware of others or objects 3. Share and take turns with appropriate behaviours 4. Express likes, dislikes, preferences and communicative intent 5. Understand the relationship of cause and effect. To anticipate and think about what might happen as a result of an action when choosing a song, completing a game on the iPad/ IWB. 6. Be aware of peers and recognition of self 7. Understand families and groups to which they belong <p>Most students will also...</p> <ol style="list-style-type: none"> 8. Understand class online safety rules drawn up and agreed upon by the whole class. Be aware that all children may have different basic needs and different viewpoints and opinions and that people may behave in certain ways for different reasons; 9. Understand how to sort and categorise and how this helps to find things through questioning or searching (to understand how search engines work) 10. Understand acceptable behaviour, i.e. be polite, common courtesy and basic manners in daily class interaction no bad or abusive language or other inappropriate behaviour; 11. Know to keep personal information private; <p>Some students will also...</p> <ol style="list-style-type: none"> 12. Understand the differences between real life and screen items, people, etc. and/or fiction (made up information) and fact and opinion 13. Understand how photographs can be manipulated and how people can pretend to be someone/something else; 14. Know who they can tell if they are worried or upset. | <p>All students will...</p> <ol style="list-style-type: none"> 1. Recognise and label themselves in individual and group photos or acknowledge own name 2. Be aware of others or objects 3. Share and take turns with appropriate behaviours 4. Express likes, dislikes, preferences and communicative intent 5. Understand the relationship of cause and effect. To anticipate and think about what might happen as a result of an action when choosing a song, completing a game on the iPad/ IWB. <p>Most students will also...</p> <ol style="list-style-type: none"> 6. Be aware of peers and recognition of self 7. Understand families and groups to which they belong 8. Understand acceptable behaviour, i.e. be polite, common courtesy and basic manners in daily class interaction no bad or abusive language or other inappropriate behaviour; <p>Some students will also...</p> <ol style="list-style-type: none"> 9. Be aware that all children may have different basic needs and different viewpoints and opinions and that people may behave in certain ways for different reasons; 10. Keep personal information private; 11. Begin to understand the differences between real life and on screen items, people, etc. 12. Understand how to sort and categorise and how this helps to find things through questioning or searching (to understand how search engines work) 13. Understand how photographs can be manipulated and how people can pretend to be someone/something else; 14. Know who they can tell if they are worried or upset. |