

**East Sussex
School Improvement Service**

**Developing the E-safety Curriculum
through PSHE Education and
Citizenship**

Key Stages 3 and 4

This document is available to download via the National Healthy Schools
Website www.healthyschools.gov.uk
and the East Sussex intranet site Czone

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Section A: Introduction

Supporting e-safety in PSHE and citizenship education

'We need to empower young people with the skills, knowledge and confidence that they need to embrace new technology to make the decisions that will protect themselves and their family.' (Byron Review 2008¹)

Illegal contact with children online is being addressed by the work of the Child Exploitation and Online Protection Centre (CEOP). The Byron Review looked at the grey areas of the risks to children online from a huge range of potentially harmful or inappropriate (but legal) content, contact with others and their own conduct.

Commissioned in response to national concerns, the Review makes explicit the duty on schools to do far more than establish technical safeguards (such as filtering and firewalls) and the monitoring of student engagement with technology, (although these must form an important part of a school approach). However, the fast changing and global nature of new technology makes it difficult to control and the most effective way of keeping students safe is to equip them with the appropriate skills to protect themselves and manage risks, and to develop school communities with a shared approach and level of commitment.

Schools can go a long way to help young people and adults to become empowered in this area. Adult skills (both those of school staff and of parents/carers) need to be enhanced and continuously updated so that they can support young people in this ever-emerging area. It is crucial that e-safety does not become a neglected part of the curriculum as children and young people by their very nature take risks for different reasons e.g. lack of critical evaluation skills; lack of impulse control; part of a process of individuation and creating an identity. It is therefore vital that we provide them with the knowledge, skills and understanding, (appropriate to their age, ability, awareness and individual strengths and vulnerabilities) needed to navigate through the media literate society, which now exists.

Schools also have a role in sharing information and details of good practice with parents. This can help to reinforce the work carried out in school and ensure that young people receive consistent and comprehensive e-safety advice. Schools need to respond to the way young people are learning outside the classroom and develop strategies to bridge formal and informal learning in school and at home. Parents also need e-safety advice and support and schools can and have undertaken this through parents evenings and information exchanges.

Our risk-averse culture and the understandable concerns of parents and other adults make this a challenging area of work for schools. However, working closely with other subjects (and particularly with ICT), the PSHE and citizenship curriculum can provide an effective approach for empowering young people and supporting them in keeping safe.

The national picture

Some startling national statistics have been reported in the last few years about e-safety including:

30% of students report having received no lessons at all on using the Internet.

¹ Safer Children in a Digital World (DCFS March 2008)

79% of young people use the Internet privately without their parents' supervision. One third of young people who go online at least once a week report having received unwanted sexual (31%) or nasty comments (33%) via email, chat, and instant message or text message. Only 7% of parents think their child has received such comments. 49% of kids say that they have given out personal information whereas 5% of parents think their child has given out such information. (Childnet, 2006²)

In the UK 49% of 8-17 year-olds said they had a profile on a social networking site. 12% of 5-7 year-olds and 16% of 8-17 year-olds say they have come across harmful or inappropriate content on the Internet in the last six months. 70% of 8-17 year-olds who came across such content say they were at home when this happened (Ofcom, 2008³).

57% of 9-19 year-olds have come into contact with online pornography. Only 16% of parents think that their child has seen pornography on the Internet. (Livingstone and Bober, 2005⁴)

CEOP⁵ (2007) found that 25% of children and young people have met someone offline that they first made contact with online.

37% of 11-16 year-olds have access to the Internet via a mobile (ChildWise 2008⁶).

Between 2002 and 2005 reports of being cyberbullied "once in a while or more often" rose from 5.8% to 7% (Noret and Rivers 2006 study⁷). However there is now some national evidence of a plateauing out since then. The same study also identified that girls were more likely than boys to be either a victim or a perpetrator of cyberbullying and that incidents were more likely to take place outside of school than within it.

The local picture

During recent consultations for the Children and Young People's Plan 2008-2011, staff identified e-safety as an emerging concern. In the autumn of 2007, Year 10 students across East Sussex from all 27 mainstream secondary schools as well as Pupil Referral Units and some special schools, participated in the Health Related Behaviour Survey, which has provided information about many aspects of young people's lifestyles. The survey asked a number of questions about Internet use and this revealed a high proportion of young people using ICT on a regular basis. Students were able to give this information anonymously.

Self reported use of ICT by young people in the Health Related Behaviour Survey	%
Number of young people using the Internet at home after school during the previous evening (ranging from less than 1 hour to over 3 hours)	76
Number of young people using the Internet or email to chat at home after school during the previous evening.	57
Number of young people playing computer games at home after school during the	51

² Safe to Lean – Embedding anti-bullying work in schools – (2007 DCFS)

³ Ofcom's research on Social networking 2008

⁴ E-society - UK children go online: Emerging opportunities and dangers (2005)

⁵ CEOP Strategic overview 2006-7 (2007)

⁶ Monitor report; Children and their media (Childwise 2008)

⁷ Cyberbullying – Results of the City of York's Stand Up for Us Conference

previous evening (ranging from less than 1 hour to over 3 hours)	
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These figures are comparable with national data and it is interesting to note that when the same survey was carried out in 2004 only 32% of students reported using a computer the previous day.

The East Sussex Anti-Bullying Team continues to support schools and other key partners to respond positively to e-safety and cyberbullying. This includes: working directly to support young people and adults who have become the targets of cyberbullying; workshops in schools to raise young people's awareness of e-safety and cyberbullying; twilight training for school staff on cyberbullying; working strategically with schools to ensure policies and procedures address prevention and intervention; and undertaking information evenings for parents or carers to raise awareness about issues of e-safety. If you would like to discuss any aspects of this work, please contact John Khan on tel: 01323 747081 or email: john.khan@eastsussex.gov.uk. The Anti-Bullying Team have also produced guidance for schools which is available on Gzone.

For parents, the Local Safeguarding Children Board has produced a Safe Parenting handbook, which includes a section relating to e-safety entitled "New technology – old problem". This can be downloaded from <http://www.eastsussex.gov.uk/childrenandfamilies/childprotection/safeparenting/default1.htm>. Schools and local authorities have a duty to help children and young people remain safe when online, wherever use of the Internet occurs.

National strategies

The government action plan, which has been developed from the recommendations within the Byron Review includes support for schools:

- the Training and Development Agency for Schools (TDA) will promote guidance that has already been given to teacher training providers on e-safety;
- The Department for Children, Schools and Families (DCSF), drawing on advice from Ofsted, will consider e-safety issues in all new and revised guidance to schools, including, where appropriate, examples of good practice case studies across the curriculum;
- the TDA will assess what changes should be made to the ICT skills test for new teachers to include an e-safety element, and will make recommendations in summer 2008;
- e-safety questions will be included in TDA's summer 2009 survey of newly qualified teachers;
- Becta, in partnership with the National Education Network, will develop and promote a National Acceptable Use Policy (AUP) toolkit for schools by February 2009.

The DCSF have further sought to address concerns within their recent guidance Cyberbullying – Safe to Learn; Embedding anti-bullying work in schools (DCSF 2007). Forthcoming DCFS guidance on bullying in the community also recognises that this is where the majority of cyberbullying originates – most specifically in young people's homes – and that this can frequently spill over into school.

Under the Every Child Matters (ECM) agenda, schools are being increasingly encouraged to take a holistic view of the child rather than only embracing learning outcomes. There is a real opportunity for schools to embrace e-safety as part of their wider role in equipping young people with the life skills to keep themselves safe. The 'staying safe' outcomes for ECM lists aims, which were written for the real world but equally, apply to the virtual world that young people may encounter when they use technology. It is clear that to ignore e-safety when implementing the ECM agenda would be an oversight.

Further opportunities for the promotion of e-safety messages can be found within the National Healthy School Programme and within activities and learning opportunities delivered through the Extended School Service.

The Qualifications and Curriculum Authority (QCA) new curriculum framework for secondary schools, starting in 2008, gives the clearest message to schools about what should be taught. There are explicit references to e-safety in the ICT and PSHE education frameworks and there are also links with the citizenship curriculum. Never has there been greater opportunity for departments to work together and in a more flexible manner to deliver the concepts within the curriculum. Schools can now be more creative in the way that they deliver many areas including e-safety messages through the new identified cross-curricular links.

Opportunities exist to deliver e-safety through PSHE education under the personal well-being strand but also the economic well-being and financial capability strand of the new curriculum. Using technology and learning how to use it safely, enables young people to explore the development of relationships, bullying and discrimination, accessing support, risky behaviours and keeping safe as well as preparing for adult life.

Under the citizenship framework, young people can use the issue of e-safety to explore values, attitudes, rights and responsibilities in related areas and understand and evaluate how this form of media can be used both positively and negatively.

In the ICT curriculum, there is clear emphasis placed on e-safety in the renewed secondary ICT curriculum. Alongside the expectation that pupils should use new ICT tools as they become available is the need for them to use ICT safely and responsibly and recognise issues of risk surrounding the use of ICT. When using digital communications, pupils should develop an understanding of safe practices and follow them. For example, they should be cautious about sharing personal information and viewing and uploading digital content. They should also recognise the need to show respect towards others. Furthermore, the study of ICT should include developing an understanding of the need to employ safe working practices in order to minimise physical stress. For example, adjusting seating and lighting, avoiding hazards, taking breaks, arranging hardware and cables safely and using wrist rests and other devices where appropriate.

School policy

An e-safety policy should be designed and implemented by the wide range of stakeholders in a school. E-safety is a child safety, not an ICT issue and as such should not be managed primarily by the ICT team in a school. Indeed it would make sense for the Designated Child Protection Coordinator in a school to be the e-safety representative and take responsibility for co-ordination of the policy. Because of the relevance of the PSHE education and citizenship curriculum to e-safety, it is important that co-ordinators of

these subjects are consulted about the development and review of e-safety, ICT and Acceptable Use policies (AUPs).

According to the East Sussex ICT Strategy 2008-2011 all staff and pupils in schools should sign an Acceptable Use policy (AUP). This should highlight the need for responsible use of technology and that the use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under a range of legislation: (The Computer Misuse Act 1990, The Police and Justice Act 2006, The Racial and Religious Hatred Act 2006, Communications Act 2003, Malicious Communications Act 1988, Copyright, Designs & Patents Act 1998, Protection from Harassment Act 1997, Obscene Publications Acts 1959 and 1964 and The Data Protection Act 1998). Such inappropriate purposes include: accessing the personal files of others; searching for or sharing obscene or defamatory material; installing viruses onto the computer network. The AUP should, in summary, highlight how staff and pupils can and cannot use the ICT facilities.

A school's e-safety policy should also be clearly linked to their Anti-Bullying policy, outlining how incidents of cyberbullying are managed both in terms of support for those targeted and potential sanctions for perpetrators and this includes staff in schools who can become a target of cyberbullying. The 2006 Education and Inspections Act provides guidance on sanctions including that relating to behaviour outside of school which has clear relevance for the management of cyberbullying incidents off school premises.

- e-safety programme as part of the curriculum;
- e-safety training for staff;
- technical safeguards used such as filtering, virus prevention and monitoring;
- security of data and policy on use of mobile technologies
- management strategies to decide on the effectiveness of training, ICT use and pupils' understanding of e-safety;
- guidelines clearly available to all on safe use of ICT;
- sanctions which could be used where ICT is not used safely;
- appropriate use of the virtual learning environment;
- management of the school website with regards to photos of pupils;
- the procedure for handling any complaints
- the procedure for when staff in schools become targets of cyberbullying.

Other school policies may also need to be cross-referenced including Behaviour and Attendance (aspects of which may be affected by bullying) and Sex & Relationship Education (particularly in relation to homophobia).

Training and guidance

An increasing number of pupils are using emerging technologies and putting themselves at risk, through a lack of understanding that online activities have offline consequences. In recent years there has been an increase in the cases of cyberbullying and online grooming. Technology is now so pervasive that it is important that teachers have a good understanding of the advantages and disadvantages of modern forms of communication (social networking websites, podcasts, blogs, Wikis, mobile phones, online games, email, texting and the Internet in general), in order to help children develop personal responsibility. Materials from the Child Exploitation Online Protection (CEOP) centre will

be used during e-safety training that is available to schools, along with resources from the ThinkUKnow website, which will be available to participants for downloading after the training.

By the end of the training, it is anticipated that participants will:-

- know which current and emerging technologies are freely available;
- understand how they may be used and abused;
- be able to devise teaching programmes to raise pupils' awareness of the potential dangers and promote safe use and personal responsibility.

For further information about this training, visit the <http://www.cfbt.com/eastsussex/> to find out when courses are available or contact Andrew Gunn (agunn@cfbt.com) of the ICT team.

And finally...

Technology, like life itself, offers huge potential for good but alongside this are possible dangers. It would be easy for schools to disable access to the Internet, create a walled garden of acceptable sites and ban or disable potentially risky ICT tools, but this does not help prepare pupils for their lives outside of school. Although filtering of websites is essential it is important to educate students as to the possible offline consequences of online actions. This will best be achieved through a whole-school approach to ensure that e-safety is mainstreamed throughout the school's teaching, learning and other practices.

Section B: Learning outcomes planning tool

Learning outcomes planning tool

This resource uses a table format to suggest the lessons and learning outcomes that could be delivered to each year group. Each learning outcome is referenced to the East Sussex Sex and Relationships Education Learning Outcomes Planning Tool (2007) so that it can be easily related to the year group that it correlates with and so that it can be cross-referenced in past and future documents.

The table also provides hyperlinks to resources that could be used in relation to the suggested learning outcome as well as noting where this may have been taught at a lower level in primary schools according to the East Sussex Primary E-safety Framework document (2008). Finally, links to the ICT new secondary national framework have also been identified to support discussions between departments in the development of this curriculum area as explained below.

Key	Explanation
Red bold numbers e.g. 1.3a	Reference to PSHE education QCA new curriculum framework and/or citizenship framework
Black bold numbers e.g. 7.11	Reference to Sex and Relationships Learning Outcome Tool
Blue statements	ICT QCA framework reference
Y3 : lesson 1	Reference to linking work potentially carried out at KS1 and 2 within the e-safety primary guidance.

The resource also includes the new QCA secondary programmes of study for PSHE education and ICT in relation to the e-safety curriculum for further information as well as references for further reading in this area.

It is **important** to note that this is only a recommendation and it is important for schools to make their own decisions about where and how this curriculum area is delivered in terms of progression and sequence. This document is not a final document but provides a basis for building the e-safety curriculum. It does not cover all possible aspects that could be taught but recognises the most important key issues within the personal and economic well-being frameworks of the new PSHE education curricula. Schools need to review the suggested programmes of study and their own issues in relation to e-safety in order to provide a relevant and up-to-date programme of study to meet the needs of their young people and to fit the time available in the curriculum. Students should also be asked to evaluate the activities chosen so that the programme can be reviewed.

Furthermore, the flexibility of the new curriculum should encourage discussions about who is best placed to teach e-safety and in which curriculum area or pastoral setting, although the importance of teaching e-safety in developing skills in regards to relationships should not be lost.

Although teaching resources have been suggested, these are not necessarily the most relevant to meet the needs of all young people in every school setting. Coordinators need to review and select resources as appropriate to their setting and be aware of the new resources that are continuously being produced and updated. All websites were accurate

and appropriate when this guidance was written and no responsibility can be taken for any links that have changed.

Teaching about e-safety

Teaching e-safety within PSHE education needs a clear focus upon the development of understanding and skills with regard to relationships. As the East Sussex and Brighton and Hove Sex and Relationship Education; Guidance for Schools (2003) states 'High quality teaching in SRE will make an impact on the well-being of children and young people.' The delivery of lessons should promote: -

- Carefully planned lessons that focus on the promotion of positive relationships.
- Clear learning outcomes, which cover attitudes and values and not just knowledge and understanding.
- A safe teaching and learning environment where young people feel valued and respected by all. Information on creating a safe learning environment is available in Appendix A.
- High quality teaching with active learning and varied strategies.
- A wide range of effectively used resources including visitors and outside agencies where appropriate such as Sussex Police. The INSPIRE education package delivered by Neighbourhood Support Officers (NSOs) includes lessons in relation to e-safety and PSHE coordinators should discuss annually what they wish their NSOs to deliver to their young people in relation to the INSPIRE materials.

The content and type of teaching methods chosen should reflect and acknowledge what children and young people already know with their experiences and opinions actively sought. This should also enable meaningful discussions about feelings, relationships and values with the teacher acting as a facilitator.

Some children may find aspects of the e-safety curriculum distressing, particularly relating to life experiences. In some cases, this may be known to the teacher and the necessary procedures, in line with school policy, need to be followed. However, this may not always be the case, and best practice would be to use or revisit ground rules, to be sensitive to any discussions and to provide one-to-one follow-up as necessary.

For further guidance on the agreed content and approaches for schools in East Sussex, see 'Sex and Relationship Education – Guidance for Schools', updated and sent to all schools in 2003 and available on the East Sussex intranet site c-zone, the National Healthy Schools website www.healthyschools.gov.uk or directly from the PSHE Team. This guidance was produced after consultation with head teachers, senior officers and councillors, and multi-agency partners.

The agreed national approach to quality teaching and learning in PSHE/SRE is evident in the National PSHE CPD handbook for teachers (2007) and is available for view at www.pshe-cpd.com .

KS3 and 4 E-safety programmes of study

Key Stage 3 PSHE education and citizenship e-safety programme of study

Year 7	Year 7	Year 7
<p style="text-align: center;">Lesson 1 Communicating with peers and adults (1.4a, 7.4, 7.5, 7.6)</p> <p>Advantages and disadvantages of different methods of technology to communicate and the importance of this form of media in our society.</p> <p style="text-align: center;">http://www.netsmartz.org/OnlineCommunities – Parentis Centre Blogs in Plain English Wikis In Plain English http://www.bbc.co.uk/chatguide/</p> <p>Y3: lesson 1 – The advantages and disadvantages of different methods of communicating</p>	<p style="text-align: center;">Lesson 2 Keeping Yourself Safe (1.2b, 1.3a, 1.3b, 7.7, 7.10, 7.16, 7.19, 7.23)</p> <p>Minimising risks to personal safety concerning issues relating to email, chat rooms and other direct contact communication services including sharing images and videos on the Internet or via mobile phone and why some personal information must be kept private. Lesson to include where to go for support.</p> <p style="text-align: center;">http://www.childalert.co.uk/ http://www.safeteens.com/ http://www.websafecrackerz.com/ Sorted - Childnet http://www.wiredsafety.org/</p> <p>Y3: lesson 3 – Being safe with personal information</p>	<p style="text-align: center;">Lesson 3 Issues relating to bullying (1.2b, 1.4a, 1.4c, 7.7, 7.9, 7.10, 7.13, 7.21)</p> <p>A discussion of the issues relating to, and impact of, cyberbullying such as by mobile phones, chat rooms and social networking services. Awareness should be raised as to the damaging impact that cyberbullying can have on its own victims, along with information on where they can go for support.</p> <p style="text-align: center;">http://www.stoptextbully.com/ http://www.cyberbullying.org/ “Talent Show” - Video</p> <p>Y4: lesson 5 – Using text safely - cyberbullying</p>
<p>ICT Communicating Information substrand 3.3: Year 7 Learning Objective Recognise the risks associated with the sharing of personal information digitally and take actions to protect themselves</p>		

Year 8	Year 8	Year 8
<p>Lesson 4 Awareness of/consequences of risk-taking on the Internet (1.2b, 1.3a, 1.3b, 8.5, 8.21)</p> <p>Developing young peoples' understanding of the risks associated with emails such as SPAM viruses and social networking tools. Young people made aware of the many organisations that exist to help make the Internet a safe place for all.</p> <p>http://www.netsmartz.org/OnlineCommunities – Parents Centre Blogs in Plain English Wikis In Plain English http://www.bbc.co.uk/chatguide/</p> <p>Y3: lesson 1 – The advantages and disadvantages of different methods of communicating</p>	<p>Lesson 5 Developing positive peer relationships (1.3a, 1.3b, 1.4a, 1.4c, 8.2, 8.3, 8.4, 8.5, 8.7, 8.8)</p> <p>Young people made aware of the peer pressure in chat rooms and social networking sites e.g. to bully others, or other forms of inappropriate behaviour using new technologies, and develop strategies to protect themselves and use with care.</p> <p>http://www.internetsafetyzone.co.uk/ http://www.bebo.com/Safety.isp MySpace Safety Tips</p> <p>Y6: lesson 11 – Social Networking – Safe Profiling</p>	<p>Lesson 6 Supporting positive decision-making on health-related issues (PSHE 1.2b. Citizenship 1.1b, 8.6, 8.11)</p> <p>How to use and evaluate websites and appropriate search engines which will support their learning around health-related issues i.e. accessing appropriate information and considering appropriateness, bias or extreme views. They should critically evaluate any material they find.</p> <p>Criteria for Website Evaluation Critical Evaluation Surveys Internet Literacy Resources – Alan November Four Nets for Better Searching</p> <p>Y4: lesson 6 - How to evaluate Websites and use appropriate search engines</p>
<p>ICT Communicating Information substrand 3.3: Year 8 Learning Objective: Work in a safe and responsible way when communicating with others ICT Finding Information substrand 1.2: Understand that the different ways in which search engines work can affect which information is returned</p>		

<p style="text-align: center;">Year 9</p> <p style="text-align: center;">Lesson 7</p> <p style="text-align: center;">Using chat rooms and social networking sites with care (1.2a, 1.2b, 1.3a, 1.3b, 1.4a, 1.4c, 9.1, 9.2, 9.3, 9.6, 9.7, 9.15)</p> <p>An opportunity to develop understanding of risks where their personal safety or well-being might be threatened. Young people should be taught how to respond if they are contacted in ways which make them uncomfortable and where they can turn for help and advice.</p> <p style="text-align: center;">Your Call - Childnet</p> <p>Y5: lesson 7 – Using chatrooms with care</p>	<p style="text-align: center;">Year 9</p> <p style="text-align: center;">Lesson 8</p> <p style="text-align: center;">Using chat rooms and social networking sites with care (cont'd) (9.1, 9.2, 9.3, 9.6, 9.7, 9.15)</p> <p>An opportunity to develop understanding of risks where their personal safety or well-being might be threatened. Young people should be taught how to respond if they are contacted in ways which make them uncomfortable and where they can turn for help and advice.</p> <p style="text-align: center;">www.websafecrackerz.com Know It All video</p> <p>Y5: lesson 7 – Using chatrooms with care</p>	<p style="text-align: center;">Year 9</p> <p style="text-align: center;">Lesson 9</p> <p style="text-align: center;">The impact of bullying, prejudice and discrimination (PSHE Ed 1.2a, 1.2b. Citizenship 1.1b, 1.1c, 9.5, 9.6, 9.19)</p> <p>Greater awareness of the impact of various media and the way that they can be used to bully, discriminate and cause prejudice and the impact this can cause. Young people should be taught how to challenge this appropriately and how to access support as required.</p> <p>A discussion of the issues Let's fight it together lessons 7 min. film – 2 x 45 min lessons www.digizen.org www.childnet.com www.stopcyberbullying.com Celebrities against bullying video</p> <p>Y4: lesson 5 – Using text safely, cyberbullying</p>
<p>ICT Communicating Information substrand 3.3: Year 9 Learning Objective: Be responsible, safe and secure in all communications ICT Finding Information substrand 1.3: Y9 Learning Objective: describe the impact of electronic databases on... everyday life... and the potential for misuse of personal data, be responsible, safe and secure in all communications</p>		

KS4 PSHE education and citizenship e-safety scheme programme of study overview

Year 10	Year 10	Year 10
<p style="text-align: center;">Lesson 10 Developing online relationships (1.3a, 1.3b, 1.4a, 1.4b, 10.2, 10.5, 10.6, 10.7, 10.8)</p> <p>Pupils should understand the need to be cautious when developing online relationships and never be coerced into activities, which make them feel uncomfortable. Safety issues relating to chatrooms and grooming could be raised and where to get help.</p> <p style="text-align: center;">Chatrooms http://www.chatdanger.com/</p>	<p style="text-align: center;">Lesson 11 Using technology to inform attitudes and provide support (1.2a, 1.2b, 10.7, 10.12, 10.13, 10.20, 10.21)</p> <p>How to use technology appropriately in accessing/supporting health related issues i.e. seeking advice, researching available options. Young people should be made aware of the rights to protect their personal information e.g. privacy statements, opt-out clauses. This could also include developing personal values and attitudes in relation to moral and social issues e.g. abortion, binge drinking. Young people should be made aware of the existence of offensive materials/ views and should know the appropriate behaviours to adopt and what to do if they encounter it.</p> <p style="text-align: center;">Childline support Reporting abuse ThinkUknow Online protection Internet safety video BBC chat guide video</p>	<p style="text-align: center;">Lesson 12 (citizenship) Behaving responsibly with technology (1.1b, 1.1c, 1.2b, 1.3c)</p> <p>Awareness of the immediacy and permanency of any communications made using ICT. The role of the internet in providing a free voice to anyone wanting to publish materials. This could include extreme political or social views and may be biased in opinion, which could be critically evaluated, and consider the reliability and appropriateness of such materials.</p> <p style="text-align: center;">Legacy of uploading information the wayback machine: http://www.archive.org/index.php</p> <p style="text-align: center;">Internet literacy Find out about the teen angels: http://www.teenangels.org/ A mission in critical thinking Web savvy quiz</p> <p style="text-align: center;">Y6: lesson 10 – Behaving responsibly with technology</p>
<p style="text-align: center;">Y6: lesson 11 – Social Networking – Safe profiling ICT Communicating Information substrand 3.3: Year 10 Learning Objective: Describe the moral, social, legal and ethical issues relating to digital communication and the sharing of information, and apply them when communicating in a responsible, safe and secure manner ICT Finding Information substrand 1.1: Y10 Learning Objective: recognise that the types of information sources they use and how they present these has an impact on different users, and that the source should be questioned for its relevance and value ICT Finding Information substrand 1.3: Y10 Learning Objective: show an awareness of safety issues in the planning and implementation of their work</p>		

Year 11	Year 11	Year 11
<p>Lesson 13 Issues relating to using aspects of the Internet in adult life (1.2a, 1.2b, 1.3a, 1.3b, 1.4a, 1.4c, 11.6, 11.10, 11.11, 11.16)</p> <p>Young people should be made aware that developing relationships over the Internet must be carried out with care i.e. risky behaviours, pornography, as well as the positive use for seeking advice and support.</p> <p><u>Jenny's story</u> <u>Report illegal content</u></p>	<p>Lesson 14 ICT and financial capability (Economic well-being strand) (1.2b, 1.2c, 1.3b)</p> <p>Understanding how to manage money and personal finances online and risks both positive and negative associated with this.</p> <p><u>Protect your bank account</u> <u>Shopping online</u> <u>Mobile phone crime</u> <u>E-commerce</u> <u>Budget model</u> <u>Managing your budget activity</u></p>	<p>Lesson 15 ICT and career progression (Economic well-being strand) (1.1b, 1.1c, 1.2c)</p> <p>Using ICT to develop CVs, search for work, prepare for interviews as well as understand how ICT supports employers.</p> <p><u>The recruitment process</u> <u>Finding a job activity</u> <u>What kind of job activity</u> <u>Personality test for right job</u> <u>Job applications, letters and interviews</u> <u>Creating a CV</u> <u>ICT in business</u></p>
<p>ICT Communicating Information substrand 3.3: Year 11 Learning Objective: Exchange information securely, minimising the risks and the misuse of personal information; reflect critically on the use of digital communications, the implications for international communication and the impact on global life.</p>		

Section C: Appendices

Appendix A: QCA Key Stage 3 and 4 PSHE Education Programme of Study (non-statutory)

PSHE education strand	Key Concept	Specific teaching point from the Programme of Study	Range and Content
Personal wellbeing	Healthy Lifestyles	<p>1.2a Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices</p> <p>1.2b Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened.</p>	<p>3m The similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities</p> <p>KS4</p> <p><i>3d The benefits and risks of health and lifestyle choices, and the short and long term consequences for the health, mental and emotional well-being of individuals, families and communities.</i></p> <p><i>3e Where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help</i></p>
	Risk	<p>1.3a Understanding that risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations</p> <p>1.3b Appreciating that pressure can be used positively or negatively to influence others in situations involving risk</p>	<p>3g Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations</p>
	Relationships	<p>1.4a Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised</p> <p>1.4c Understanding that relationships can cause strong feelings and emotions</p>	<p>3i The features of positive and stable relationships, how to deal with breakdown in a relationship</p> <p>3j Different types of relationships, including those within families and between older and younger people, boys and girls, and people of the same sex</p>

<p>KS4 <i>4j The diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse.</i> <i>3f Characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that can support relationships in crisis</i></p>		
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QCA Key Stage 3 and 4 Citizenship Programme of Study (statutory)

Key Concept	Specific teaching point from the Programme of Study	Range and Content
Democracy and Justice	<p>1.1b Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of the law in maintaining order and resolving conflict</p> <p>1.1c Considering how democracy, justice, diversity tolerance, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society</p>	<p>3d Freedom of speech and diversity of views and the role of the media in informing and influencing public opinion and holding those in power to account</p> <p>KS4</p> <p><i>3f The development of and struggle for different kinds of rights and freedoms (speech, opinion, association and the vote) in the UK</i></p>
Rights and Responsibilities	<p>1.2a Exploring different kinds of rights and obligations and how these affect both individuals and communities</p> <p>1.2b Understanding that individuals, organisations, and governments have responsibilities to ensure that rights are balanced, supported and protected</p>	<p>3a Political, legal and human rights and responsibilities of citizens</p> <p>KS4</p> <p><i>3a Political, legal and human rights and freedoms in a range of contexts from local to global</i></p> <p><i>3g How information is used in public debate and policy formation, including information from the media and from pressure groups and interest groups</i></p> <p><i>3k Rights and responsibilities of consumers, employers and employees</i></p>

<p>Identities and Diversity: living together in the UK</p>	<p>1.3c Considering the interconnections between the UK and the rest of Europe and the wider world</p>	<p>3i The changing nature of UK society including the diversity of ideas, beliefs, cultures, identities, traditions, perspectives and values that are shared</p> <p>KS4</p> <p><i>3I The origins and implications of diversity and the changing nature of society in the UK, including the perspectives and values that are shared or common, and the impact of migration and integration on identities, groups and communities.</i></p>
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QCA Key Stage 3 and 4 ICT Programme of Study (statutory)

The new curriculum has been updated to reflect new technologies and developments in ICT, including specific reference to safe working practices and e-safety.

Key Concepts	
1.1 Capability	<ul style="list-style-type: none"> a. Exploring and using new ICT tools as they become available. b. Applying ICT learning in a range of contexts and in other areas of learning work and life.
1.2 Communication and Collaboration	<ul style="list-style-type: none"> a. Exploring the ways that ICT can be used to communicate, collaborate and share ideas on a global scale, allowing people to work together in new ways and changing the way in which knowledge is created.
1.4 Impact of Technology	<ul style="list-style-type: none"> a. Exploring how ICT changes the way we live our lives and has significant social, ethical and cultural implications. b. Recognising issues of risk, safety and responsibility surrounding the use of ICT.
1.5 Critical Evaluation	<ul style="list-style-type: none"> a. Recognising that information must not be taken at face value, but must be analysed and evaluated to take account of its purpose, author, currency and context. b. Reviewing and reflecting critically on what they and others produce using ICT.
Key Processes	
2.1 Finding Information	<p>Pupils should be able to:</p> <p>KS3 2.1(a) consider systematically the information needed to solve a problem, complete a task or answer a question, and explore how it will be used.</p> <p>KS3 2.1(b) use and refine search methods to obtain information that is well matched to purpose, by selecting appropriate sources.</p> <p>KS3 2.1(d) analyse and evaluate information, judging its value, accuracy, plausibility and bias.</p> <p>KS4 2.1 (c) select appropriate information from a wide range of sources, showing discrimination in their choices and judging the value, accuracy, plausibility and bias of information.</p>

2.2 Developing Ideas	Pupils should be able to: KS3 2.2(a) select and use ICT tools and techniques appropriately, safely and efficiently.
2.3 Communicating Information	KS4 2.2 (d) use ICT safely and responsibly KS3 2.3 (b) communicate and exchange information (including digital communications) effectively, safely and responsibly KS4 2.3 (c) communicate and exchange information (including digital communications), safely, responsibly and securely
Range and Content	
This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.	
The study of ICT should include:	
KS3 (b) use of a variety of information sources, including large data sets, in a range of contexts	
KS3 3(e) KS4 3(d) the impact of ICT on individuals, communities and society, considering the social, economic, legal and ethical implications of access to, and use of ICT	
KS3 (d) developing and understanding of the need to:	
- employ safe working practices in order to minimise physical stress - keep information secure	
Curriculum Opportunities	
The curriculum should include opportunities for the pupils to:	
4e – share their views and experiences of ICT, considering the range of its uses and its significance to individuals, communities and society	
4d – apply ICT to real-world situations when solving problems and carrying out tasks	
4f – use ICT in other subjects and areas of learning with contexts that are relevant and interesting to them.	

Explanatory Notes

Judging the value, accuracy, plausibility and bias:

This includes taking account of the source of the information to make judgements on its plausibility, accuracy, completeness, currency and reliability, and to assess bias and partiality.

The Impact of ICT:

This could include; issues relating to ownership, copyright, plagiarism and privacy of information; effects on employment and working practices; effects on local communities; sustainability issues; the causes of and implications of unequal access to ICT locally, nationally and globally; and the abuse of ICT including the issue of cyber bullying.

Safely and responsibly:

When using digital communications, pupils should develop an understanding of safe practices and follow them. For example, they should be cautious about sharing personal information and viewing and uploading digital content. They should also recognise the need to show respect towards others comply with data protection regulations; and know about systems that enable security of data (eg encryption, firewalls, back-ups and secure sites for financial transactions).

ICT Level Descriptors relating to e-safety

Level 4: They interpret their findings, question plausibility and recognise that poor quality information leads to unreliable results. They understand the risks associated with communicating digitally, including the security of personal information.

Level 5: They select information they need for different purposes, check its accuracy and organise it in a form suitable for processing. They exchange information and ideas with others in a variety of ways, including using digital communications. They use ICT safely and responsibly.

Level 6: They discuss the impact of ICT on society.

Appendix B: Creating a safe learning environment

The following processes and skills have all proved to be effective in developing a safe learning environment in which children and young people can feel confident.

- *Working agreements* – often called ground rules. Negotiating these with the class provides an opportunity to consider the boundaries within the classroom. It also provides a positive message that there is going to be an environment where people are going to behave respectfully to one another. It also reduces the risk of unintended personal disclosure. Only limited confidentiality can be offered as part of the working agreement. Ground rules should be referred to explicitly and displayed for reference with opportunities to focus on particular rules and celebrate progress.
- *Language* – this should be negotiated as part of the working agreement so that everyone understands and is comfortable with the language used.
- *Offer clear boundaries* – at the beginning of the session clarify what is going to happen and what people are going to do. Explaining what you are trying to achieve allows pupils to recognise when they have achieved the objective of the session.
- *Do not offer personal experiences* – this can make the group feel unsafe and think that they are expected to do the same.
- *Participation* of pupils in the planning, delivery and monitoring of lessons ensures that it is relevant to their needs.
- *Setting the agenda* with pupils so that they have an opportunity to contribute to the learning objectives helps to ensure relevance and interest.
- *Developing rituals* – by following a similar process for each lesson pupils feel confident in the process and therefore engage more fully with the content.
- *Task setting* – set clear and specific tasks. For example, set clear questions to go with a scenario rather than just asking pupils to discuss the scenario. Offer a timeframe and be specific about the feedback required.
- *Be confident* – by preparing well-structured activities and rehearsing responses to more challenging questions. Know that it is acceptable/good practice to say “That’s tricky. I’m not sure about that. We’ll look into that next time”
- *Repetition and reinforcement* – aspects of SRE should be revisited in order to assimilate learning and develop skills.
- *Provide encouragement* and offer positive feedback.
- *Use a developmental approach* that begins with topics that are safe, and explores values and attitudes once trust and cohesion have been established.

- *Use distancing techniques* to encourage objectivity and support confidentiality.
- *Be inclusive and affirm diversity.* Use terms such as partner rather than girlfriend or boyfriend. Be aware of different faith perspectives on sex and relationships, but do not make assumptions about pupils from a particular cultural, ethnic, or religious background. Check that resources are inclusive.
- *Give opportunities for reflection* by using open-ended questions to allow pupils to think about their learning. Focus on how and why things happened rather than what happened.
- *Use open questions* that enable discussion rather than a one-word answer, e.g. “What do you think about/have to say about...”
- *Have knowledge of confidential services* that can be shared with pupils.
- *Use pairs and small group work* and / or single sex groups for part of the lesson.
- *Be careful that humour* does not descend into banter or become an attack on someone in the group.
- *Use a question box* (the ‘ask it basket’) where pupils can anonymously post questions for discussion without being clearly identified.
- *Challenge constructively* – it is your responsibility to maintain a positive learning environment. Challenge that is presented inappropriately or aggressively can impede learning by alienating individuals and make them feel defensive. Similarly, prejudice that goes unchallenged will also alienate individuals or groups and will reinforce the prejudiced view. Challenge can be made in different ways. It may be as simple as referring the group back to the working agreement or to school values. A challenge could be offered implicitly by naming the prejudice or using inclusive language. The group could also be asked ‘Why do you think some people think that?’ It may not always be appropriate to address an issue immediately. You could make a statement such as ‘I don’t believe that is true’ or ‘That is not an acceptable thing to say in this school’ and move on, perhaps returning to the issue with that individual or the whole class at an appropriate time.

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