



E-Safety Policy

January 2020

Intent

We equip children with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world.

These benefits include:

- Access to a wide variety of educational resources including libraries, art galleries, museums and a range of enhanced learning sites.
- Rapid and cost effective worldwide communication.
- An understanding of people and cultures around the globe.
- The ability to answer questions quickly and efficiently.
- The ability to foster a clear understanding of the critical use of sources.

We believe that the benefits to children from access to the resources of the Internet far exceed any possible disadvantages. Potential and actual issues that have been highlighted by the media concern all schools, we recognise that whilst some of the media interest is hype, there is genuine cause for concern that children might access unsuitable material accidentally. By its nature, the internet is ever-changing and loopholes can develop, within school the combination of site-filtering, of supervision and fostering a responsible attitude in our children helps keep children safe and helps build each child's digital resilience. Digital resilience helps individuals recognise and manage the risks they come across when they socialise, explore or work online. It is achieved primarily through experience, rather than learning and it is fostered by opportunities to confide in trusted others and later reflect upon online challenges.

We develop a responsible attitude in children through focusing on underpinning knowledge and behaviours about using technology, including the internet, safely in school and beyond. Our computing curriculum together with our Personal, Social, Health, Relationships and Economic curriculum cover online safety at all stages.

We recognise the need to create a safe environment to teach e-safety in which children feel comfortable to say what they feel and to talk about their experiences.

All e-safety education is underpinned by our belief that the responsibility for setting and conveying the standards that children are expected to follow, when using media and information resources, is one the school shares with parents and guardians.

Children and their parents are signposted to the latest research and recommendations.

We follow government guidance for the teaching of e-Safety including but not limited to:

- Teaching Online Safety In School :June 2019
- Education For A Connected World (relevant extracts in to this policy):February 2018
- Keeping Children Safe in Education: Annex C:September 2019
- The National Curriculum 2014.

Implementation

Underpinning Knowledge and Behaviours

These aspects are at the heart of our teaching. Understanding and applying them in an age appropriate way (see relevant curricular) will provide children with a solid foundation from which they will be able to navigate the world in an effective and safe way.

- Evaluating what is seen online:
 - o *Comparing sources,*
 - o *Questioning why personal information is needed.*
 - o *Questioning why cookies are needed.*
- Recognising persuasive techniques:
 - o *Is this person trying to make me spend money or do something?*
 - o *Why is this online challenge encouraging others to take part?*
 - o *Is this person trying to make me spend more time online?*
- Online behaviour:
 - o *That the same standards which are expected offline should be expected online.*
 - o *That when people are online they may pretend to be someone different.*
- Online risks :
 - o *What is risky to share online?*
 - o *Potential harms including age restrictions.*
 - o *Misinformation.*

- *How content/data may be shared, privacy settings?*
- *Abuse; including when people are online they may pretend to be someone different.*
- *Online specific risks of live streaming, unsafe communication.*

- How do I seek support?

We teach the importance of digital balance and the risks that are related to excessive internet use including the possibility of a negative impact on quality of life, including physical and mental health and wellbeing.

We have basic rules in school that were created with children and are shared with all children; the underlying rationale for the rules will be shared and explored in an age appropriate manner.

Use of the internet in school

Our computer system gives the children access to the internet. We use the South West Grid for Learning internet filter, which minimises the chances of children encountering undesirable material. We only allow children to use the internet when there is a responsible adult present in the room to supervise.

Use of the Internet is part of the research element in many subjects; the internet is also used to access educational games with these resources being carefully chosen by the teacher and informed by curriculum policies.

When first researching a topic children are restricted to sites which have been reviewed and selected for content and they are given tasks to perform using specific websites. As children gain experience, they are taught how to use searching techniques to locate specific information for themselves. Children learn when it is appropriate to use the internet, as opposed to other sources of information, in terms of the time taken to retrieve information, the amount of information found and the usefulness and accuracy of the information located.

Members of staff are aware of the potential for misuse, and are responsible for explaining to children the expectations we have of them.

We set clear expectations for use of the internet in school. These are clearly explained in our internet safety rules that are displayed with all children and shared and discussed with children as part of our e safety education poster. (See Appendix 1)

We teach children that we expect them all to be responsible for their own behaviour on the internet, just as they are anywhere else school. Children using the internet are taught that they are expected not to deliberately seek out offensive materials. Should any child encounter any such material accidentally, they are taught to turn off the screen/ turn the device over, but not to leave the site, and then report it immediately to a teacher, so that the service provider can block further access to the site.

Children must ask permission before accessing the internet and before printing any material which they have found.

Children are taught how to exchange information via a school email with adult supervision.

Computers and iPads should only be used for school work unless permission has been granted otherwise. No electronic devices or programs can be brought in from home for use in school.

Parents give permission for children to use the internet (Appendix 2)

School Website

Children are made aware that Torpoint Nursery and Infant School has its own website which contains information about school activities.

The school website celebrates children's good work, promotes the school and links to other high quality and safe sites of interest.

Safety Guidelines for the school website

- Children's full names are not used anywhere on the website.
- Photographs that directly include children are selected carefully and do not include children whose parents have not given permission for their image to appear on our website.
- Home information and email identities are not included .
- The only contact details for the school included on the website are the school phone number, school address and office email.
- Photographs are not be accompanied by names.
- Work displayed is of the highest quality and reflects the expectations of the school.

Parents give permission for children to be on the website as part of the form they sign when children are starting school.

Staff use of the internet

- This is for both legal and security reasons.
- Staff ensure that they use school equipment, including teachers' laptops, appropriately and that inappropriate materials are not intentionally accessed at any time.
- Staff use school cameras to take photographs of children.
- Personal devices such as mobile phones or personal digital cameras are not be used without prior permission from a member of the SLT
- Staff who use personal networking sites should not discredit the school or bring the school into disrepute in any way on these sites.
- All staff sign and follow the ICT Acceptable Use Agreement. This agreement educates, informs and protects adults so that they are safeguarded from any potential allegations or inadvertent misuse themselves.
- All staff provide a good role model for children and young people regarding the safe and responsible use of online technologies.

Child Protection

All staff are trained in e-safety issues and are aware of the potential for serious child protection issues to arise from:

- sharing of personal data
- access to illegal / inappropriate materials
- inappropriate on-line contact with adults / strangers
- potential or actual incidents of grooming
- cyber-bullying.

All incidents relating to e safety will be recorded on an e safety incident form (Appendix 3) and the staff should tell the Designated Safeguarding Lead and Subject Leader ?

Impact

The children are equipped to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world.

The children are able to respond appropriately to inappropriate things in their technological world.

The children have digital resilience. Digital resilience helps individuals recognise and manage the risks they come across when they socialise, explore or work online. It is

achieved primarily through experience, rather than learning and it is fostered by opportunities to confide in trusted others and later reflect upon online challenges. Digital resilience enables children to respond to the ever changing technological world.

Children and their parents are signposted to the latest research and recommendations and are able to value these and understand about accessing them to make decisions in the future.

Appendices

- 1- Internet safety poster
- 2- Acceptable Internet Use Letter
- 3- E- Safety incident form
- 4- Extracts from relevant documentation including school curricular.



These rules help us to stay safe on the internet

THINK THEN CLICK



We only use the internet when an adult is with us.



We can click on the buttons and links when we know what they do.



We can search the internet with an adult.



We always ask if we get lost on the internet.



We can send open emails together.



We can write polite and friendly emails to people that we know.



Acceptable Internet Use

As part of children' curriculum enhancement and the development of IT skills, Torpoint Nursery and Infant School provides supervised access to the internet.

We take positive steps to ensure that only appropriate sites are accessed and that children are taught the basics of how to access the internet safely. Our school internet access provider operates a filtering system that restricts access to inappropriate materials.

The access your child will have to the internet will be highly planned for, closely supervised and appropriate to enhance their educational needs.

Please could you sign and return the slip below to indicate your consent for your child to have internet access at school.

If you have concerns about any aspect of Internet use, please telephone me to discuss.

Yours sincerely

Mrs E Carney-Haworth OBE

Headteacher

Permission for Internet Access

Parent/Carer's permission

Child's Name.....

I give permission for access to the Internet on the terms set out in the above letter.

Signed:

Print name:

Date:



E Safety Incident Form

Name of school:		
Your details		
Your name:	Your position:	Date and time of incident:
Details of e-safety incident		
Date and time of incident:		
Where did the incident occur? i.e. at school or at home:		
Who was involved in the incident? Child/young person <input type="checkbox"/> Name of child..... Staff member/ volunteer <input type="checkbox"/> Name of staff member/ volunteer..... Other <input type="checkbox"/> please specify.....		
Description of incident (including IP addresses, relevant user names, devices and programmes used)		
Action taken: <input type="checkbox"/> Incident reported to head teacher/senior manager <input type="checkbox"/> Advice sought from Safeguarding and Social Care <input type="checkbox"/> Referral made to Safeguarding and Social Care <input type="checkbox"/> Incident reported to police <input type="checkbox"/> Incident reported to Internet Watch Foundation <input type="checkbox"/> Incident reported to IT <input type="checkbox"/> Disciplinary action to be taken <input type="checkbox"/> E-safety policy to be reviewed/amended <input type="checkbox"/> Other (please specify)		
Outcome of investigation:		

Education for a Connected World Framework

Early Years Extracts



Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and 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 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 and ethical publishing.



Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle. 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.

Self-Image and Identity

I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.	I can recognise that there may be people online who could make me feel sad, embarrassed or upset.	I can explain how other people's identity online can be different to their identity in real life.
I can explain how this could be either in real life or online.	If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.	I can describe ways in which people might make themselves look different online.
		I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.

Online Relationships

I can recognise some ways in which the internet can be used to communicate.	I can use the internet with adult support to communicate with people I know.	I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country).
I can give examples of how I (might) use technology to communicate with people I know.	I can explain why it is important to be considerate and kind to people online.	I can give examples of how I might use technology to communicate with others I don't know well.

Online Reputation

I can identify ways that I can put information on the internet.	I can recognise that information can stay online and could be copied.	I can explain how information put online about me can last for a long time.
	I can describe what information I should not put online without asking a trusted adult first.	I know who to talk to if I think someone has made a mistake about putting something online.

Online Bullying

I can describe ways that some people can be unkind online.	I can describe how to behave online in ways that do not upset others and can give examples.	I can give examples of bullying behaviour and how it could look online.
I can offer examples of how this can make others feel.		I understand how bullying can make someone feel.
		I can talk about how someone can/would get help about being bullied online or offline.

Managing Online Information

I can talk about how I can use the internet to find things out.	I can use the internet to find things out.	I can use keywords in search engines.
I can identify devices I could use to access information on the internet.	I can use simple keywords in search engines .	I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).
I can give simple examples of how to find information (e.g. search engine, voice activated searching).	I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.	I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).
		I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.
		I can explain why some information I find online may not be true.

Health, Well-Being And Lifestyle

I can identify rules that help keep us safe and healthy in and beyond the home when using technology.	I can explain rules to keep us safe when we are using technology both in and beyond the home.	I can explain simple guidance for using technology in different environments and settings.
I can give some simple examples.	I can give examples of some of these rules.	I can say how those rules/guides can help me.

Privacy And Security

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).	I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).	I can describe how online information about me could be seen by others.
I can describe the people I can trust and can share this with; I can explain why I can trust them.	I can explain why I should always ask a trusted adult before I share any information about myself online.	I can describe and explain some rules for keeping my information private.
	I can explain how passwords can be used to protect information and devices.	I can explain what passwords are and can use passwords for my accounts and devices.
		I can explain how many devices in my home could be connected to the internet and can list some of those devices.

Copyright And Ownership

I know that work I create belongs to me.	I can explain why work I create using technology belongs to me.	I can describe why other people's work belongs to them.
I can name my work so that others know it belongs to me.	I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').	I can recognise that content on the internet may belong to other people.
	I can save my work so that others know it belongs to me (e.g. filename, name on content).	

Keeping Children Safe in Education – Annex C extracts

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Education

Opportunities to teach safeguarding, including online safety, are discussed at paragraph 88-90 (see below) . Resources that could support schools and colleges include:

- Teaching online safety in school - DfE guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements
- UKCIS has recently published its Education for a connected world framework. Online safety is a whole school and college issue. The framework aims to support the development of the curriculum and is of particular relevance to PSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond and to be central to a whole school or college approach to safeguarding and online safety. It covers early years through to age

Filters and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks. The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty. 117 The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring. Guidance on e-security is available from the National Education Network. Support for schools is available via the: schools' buying strategy with specific advice on procurement here: buying for schools. Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school or college approach to online safety. This will include a clear policy on the use of mobile technology in the school or college. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school and college should carefully consider how this is managed on their premises. Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in

place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding

Information and support

There is a wealth of information available to support schools, colleges and parents to keep children safe online. The following list is not exhaustive but should provide a useful starting point

Organisation/Resource	What it does/provides
thinkuknow	NCA CEOPs advice on online safety
disrespectnobody	Home Office advice on healthy relationships, including sexting and pornography
UK safer internet centre	Contains a specialist helpline for UK schools and colleges
swgfl	Includes a template for setting out online safety policies
internet matters	Help for parents on how to keep their children safe online
parentzone	Help for parents on how to keep their children safe online
childnet cyberbullying	Guidance for schools on cyberbullying
pshe association	Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images
educateagainsthate	Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation.
the use of social media for online radicalisation	A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
UKCIS	The UK Council for Internet Safety’s website provides: <ul style="list-style-type: none"> • Sexting advice • Online safety: Questions for Governing Bodies • Education for a connected world framework
NSPCC	NSPCC advice for schools and colleges
net-aware	NSPCC advice for parents
commonsensemedia	Independent reviews, age ratings, & other information about all types of media for children and their parents
searching screening and confiscation	Guidance to schools on searching children in schools and confiscating items such as mobile phones
lgfl	Advice and resources from the London Grid for Learning

Opportunities to teach safeguarding

88. Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. 89. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020. 90. Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over 24 blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Computing Curriculum

E safety Extract

	use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet
Year 2	I can explain why I need to keep my password and personal information private. I can describe the things that happen online that I must tell an adult about. I can talk about why I should go online for a short amount of time. I can talk about why it is important to be kind and polite online and in real life. I know that not everyone is who they say they are on the internet.
Year 1	I can keep my password private. I can tell you what personal information is. I can tell an adult when I see something unexpected or worrying online. I can talk about why it's important to be kind and polite. I can recognise an age appropriate website. I can agree and follow sensible e-safety rules. and in real life. I know that not everyone is who they say they are on the internet.

Specific safety extracts but other aspects of the curriculum feed into this.

<p>O b j e t i v e s</p>	<p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How information and data is shared and used online.</p>	<p>Online Relationships That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p>	<p>That for most people the internet is an integral part of life and has many benefits. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Where and how to report concerns and get support with issues online. Cross refer to Online Relationships</p>	<p>Why social media, some computer games and online gaming, for example, are age restricted. Cross refer to Online Relationships</p>	<p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing Cross refer to Online Relationships</p>
<p>Year 2</p>	<p>Children learn how to stay safe on the internet through using the Think then Click poster. Identify rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety. To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'</p>	<p>Link to Internet Safety Week What do they use the internet for? Identify the positives of using the internet but highlight that people can pretend to be someone they are not when using the internet. Highlight the importance of having trusting friendships and discuss online friendships. What are they? What is a friend? Who are they talking to? How do they know? Can you be a friend for 5 minutes? Ensure children understand that they must never give any information about themselves over the internet. Children understand the difference between secrets and nice surprises and the importance of not keeping anything secret that makes them feel uncomfortable, anxious or afraid. Link to teaching of friendships and trust.</p>	<p>Cross refer to Online Relationships Link to Internet Safety Week Children learn how to stay safe on the internet through using the Think then Click poster. Identify rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety. To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' Highlight the importance of having trusting friendships and discuss online friendships. What are they? Never give any information about yourself over the internet. To understand 'digital footprint' and the fact that whatever they share cannot be removed. Link to teaching of friendships and trust.</p>	<p>Identify age ratings on games and discuss why these ratings are in place. Understanding that these are in place to keep themselves and others safe.</p>	<p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity and rest</p>

<p>O b j e c t i v e s</p>	<p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How information and data is shared and used online.</p>	<p>Online Relationships That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p>	<p>That for most people the internet is an integral part of life and has many benefits. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Where and how to report concerns and get support with issues online. Cross refer to Online Relationships</p>	<p>Why social media, some computer games and online gaming, for example, are age restricted. Cross refer to Online Relationships</p>	<p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing Cross refer to Online Relationships</p>
<p>Y e a r 1</p>	<p>Children learn how to stay safe on the internet through using the Think then Click poster. Identify rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety .</p>	<p>Link to Internet Safety Week Identify positive uses of the internet and what the internet can be used for. Highlight the importance of having trusting friendships and discuss online friendships. What are they? What is a friend? Who are they talking to? How do they know? Can you be a friend for 5 minutes? Ensure children understand that they must never give any information about themselves over the internet. Children understand the difference between secrets and nice surprises and the importance of not keeping anything secret that makes them feel uncomfortable, anxious or afraid. Link to teaching of friendships and trust.</p>	<p>Cross refer to Online Relationships Link to Internet Safety Week Children learn how to stay safe on the internet through using the Think then Click poster. Identify rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety. To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes' ,no', 'I'll ask' and 'I'll tell' Highlight the importance of having trusting friendships and discuss online friendships. What are they? Never give any information about yourself over the internet. To understand ' digital footprint' and the fact that whatever they share cannot be removed. Link to teaching of friendships and trust</p>	<p>Identify age ratings on games and discuss why these ratings are in place. Understanding that these are in place to keep themselves and others safe</p>	<p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity and rest.</p>
<p>E Y F S</p>	<p>Children learn how to stay safe on the internet through using the Think then Click poster.</p>	<p>Link to Internet Safety Week and teaching of friendships and trust. Use the 'Think then Click' poster to reinforce safe use of internet.</p>	<p>Cross refer to Online Relationships Link to Internet Safety Week Children learn about the safe use of internet through 'Think then Click posters'</p>	<p>Identify games that they like to play and why these games are appropriate.</p>	<p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity and rest.</p>