



**Wickham Common
Primary School**

Computing and Internet Safety

Information Session for Parents

The Computing Curriculum

The curriculum can be broken down into 3 strands:

- Computer Science
- Information Technology
- Digital Literacy

At Wickham Common, we teach all three strands each year, but the focus is more weighted towards Computer Science which reflects the Subject Content set out in the National Curriculum.

The Computing Curriculum

Subject content

Key stage 1

Pupils should be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

The Computing Curriculum

Key stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Internet Safety



How do we teach children to stay safe online in today's world?

What does your child like to do online?

NETFLIX

FORTNITE

twitch



ROBLOX





In 2022, there were
63,050
IWF reports of child
abuse imagery

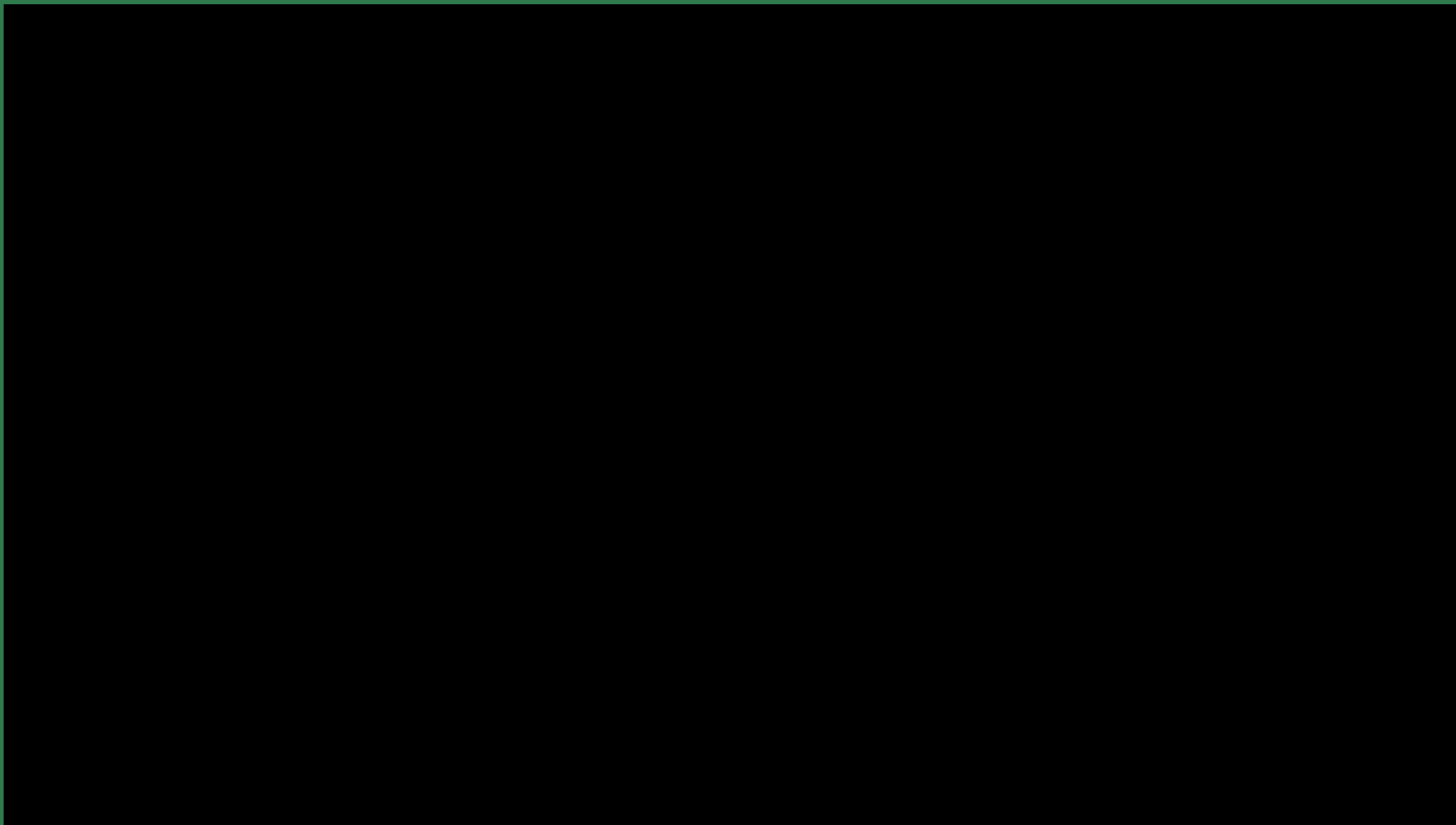


1/3 of children
put themselves in
danger by playing online
regularly with strangers



There has been an
84% increase in
online grooming crimes
in the last four years

Breck's Last Game



Internet Safety at Wickham Common

Education for a Connected World – 2020 edition

A framework to equip children and young people for digital life

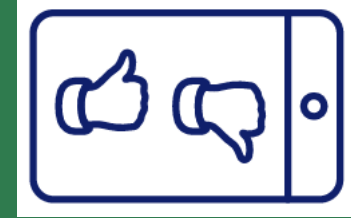


UK Council for
Internet Safety

The eight strands covered



Self-Image and Identity



Online Reputation



Online Relationships



Online Bullying

The eight strands covered



Managing online Information



Privacy and Security



Health, well-being and lifestyle



Copyright and ownership

Self-Image and Identity



EYFS

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 explain how this could be either in real life or online

Year 2

I can explain how other people's identity online can be different to their identity in real life.

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.

Year 4

I can explain how my online identity can be different to the identity I present in 'real life'

Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.

Self-Image and Identity



Year 6

I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline.

I can explain why I should keep asking until I get the help I need.

Health, well-being and lifestyle



Year 1

I can explain rules to keep us safe when we are using technology both in and beyond the home.

I can give examples of some of these rules.

Year 3

I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).

Year 5

I can describe ways technology can affect healthy sleep and can describe some of the issues.

I can describe some strategies, tips or advice to promote healthy sleep with regards to technology

Health, well-being and lifestyle



Year 6

I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.

I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).

I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).

How can you support your child online?

1. Explore together

2. Chat little and often about online safety

3. Help your child identify trusted adults who can help them if they are worried

4. Be non-judgemental

How can you support your child online?

5. Supervise their online activity
6. Talk about how their online actions affect others
7. Use 'SafeSearch'
8. Parental controls

Where to go if you need help



Child Exploitation & Online Protection Centre

For concerns about online sexual abuse or the way someone has been communicating online
ceop.police.uk/CEOPReporting/



NSPCC Net Aware

A guide to social networks that children use
net-aware.org.uk



Childline 0800 1111
24 hour free helpline service for children and young people

Please come and speak to a member of staff in school if you have any concerns or would like further support.