

## Information for Parents/Carers: Targets in *Safe Computing*

### A Year 3 and 4 *Safe Computer User*

#### **Knowledge and understanding**

I understand the need for rules to keep me safe when exchanging learning and ideas online.

I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.

I understand that the internet contains fact, fiction and opinion and begin to distinguish between them.

I use strategies to verify information, e.g. cross-checking.

I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.

I understand that copyright exists on most digital images, video and recorded music.

I understand the need to keep personal information and passwords private.

I understand that if I make personal information available online it may be seen and used by others.

I know how to respond if asked for personal information or feel unsafe about content of a message.

I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.

I know how to report an incident of cyber bullying.

I know the difference between online communication tools used in school and those used at home.

I understand the need to develop an alias for some public online use.

I understand that the outcome of internet searches at home may be different than at school.

#### **Skills**

I follow the school's safer internet rules.

I recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new.

I can identify when emails should not be opened and when an attachment may not be safe.

I can explain and demonstrate how to use email safely.

## A Year 5 and 6 Safe Computer User

### **Knowledge and understanding**

I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.

I understand the potential risk of providing personal information online.

I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.

I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.

I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).

I understand that some material on the internet is copyrighted and may not be copied or downloaded.

I understand that some messages may be malicious and know how to deal with this.

I understand that online environments have security settings, which can be altered, to protect the user.

I understand the benefits of developing a 'nickname' for online use.

I understand that some malicious adults may use various techniques to make contact and elicit personal information.

I know that it is unsafe to arrange to meet unknown people online.

I know how to report any suspicions.

I understand I should not publish other people's pictures or tag them on the internet without permission.

I know that content put online is extremely difficult to remove.

I know what to do if I discover something malicious or inappropriate.

### **Skills**

I follow the school's safer internet rules.

I can make safe choices about the use of technology.

I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.

I can create strong passwords and manage them so that they remain strong.

I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.

I can competently use the internet as a search tool.

I can reference information sources.

I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.

I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.