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Beyond the e-safety net

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Knowing the risks
Understanding the
technologies
Changing our behaviours



Beyond the e-safety net

Knowing the risks

Understanding the technologies

Changing our behaviours

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Please check all website references carefully to see if they have changed and substitute other references where appropriate.

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1 Introduction

Who are these materials for?

These materials have been produced for teachers and subject leaders who deliver the ICT programme of study for Key Stages 3 and 4. Other groups and individuals who may also find the materials useful include school network managers and technicians, school leadership teams and those who work with parents and carers to support e-safety.

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Why do we need these materials?

The changing content and increasing breadth of ICT as a subject means that there is a continual need to update knowledge and understanding, including technical knowledge.

E-safety is a key component of Government policy, reflected in Every Child Matters: Change for Children and in the Children's Plan. Within the revised secondary curriculum, e-safety has been strengthened to reflect the changing nature of the ways in which ICT tools are used to facilitate electronic communications and collaboration within communities. There is extensive reference to e-safety in the ICT programme of study. This starts with the importance statement: 'apply safely and responsibly', and continues into the key concept of 'recognising issues of risk, safety and responsibility surrounding the use of ICT' and the key process of 'communicating information safely and responsibly'.

The progression in learning objectives provided in the Secondary Framework for ICT supports planning for the delivery of the new secondary curriculum and offers a range of opportunities for teachers to plan lessons around aspects of e-safety. In order to exploit these fully, teachers need to have a broad knowledge that includes technical understanding and awareness of potential risks. These materials aim to develop the specialist subject knowledge that teachers require to be able to do this. Although educating people to be 'e-safe' should not be seen as the sole domain of the ICT department, it is likely to be the ICT department and the technical staff to whom others look for advice and guidance.

2 Content of the materials

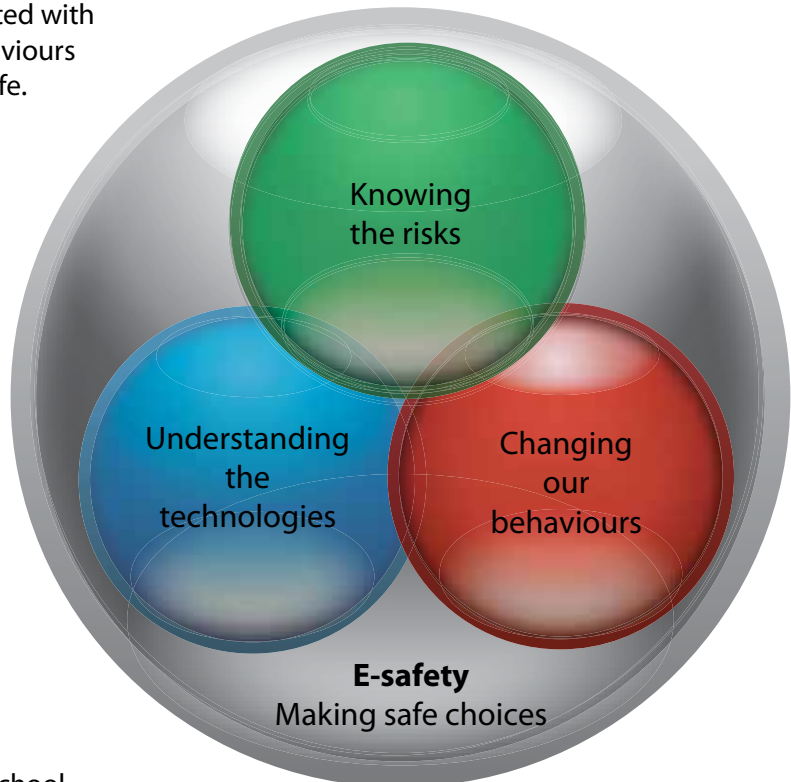
Developing technical understanding

In the last few years a considerable emphasis has been placed on e-safety, particularly around vulnerable groups such as school age pupils. A host of materials have been produced by many organisations including, for example, Childnet International, the Child Exploitation and Online Protection (CEOP) Centre and Becta.

The content and emphasis of these materials has, in the main, focused on the risks associated with these vulnerable groups and the behaviours they might develop in order to stay safe. The content has been relevant to the personal, social and health education (PSHE) curriculum as well as to ICT.

The emphasis of our materials is a focus on the development of technical knowledge and understanding. The aim is to bring together the risks and technical understanding linked to the behaviours and activities that we see in the world of communication technology.

The materials are designed for adults to use. This is reflected in the nature of the scenarios that unfold to tell individual e-safety stories and explore areas of risk. Teachers will, however, be able to plan some of the individual resources into lessons for secondary-school age pupils.



Areas of focus

The six areas focused on, within the scenarios and the quick reference section, are:

- sharing and access to personal data
- viruses and malware
- bandwidth contention and file sharing
- wired and wireless security
- identity theft
- exposure to inappropriate materials.

For each of the six areas, the materials cover:

- risk overview
- technical understanding
- advice.

Risk overview

This section provides the user with a wide perspective of the area being explored. It will help users to understand the nature of the risk and how it could affect them, now or in the future. The overview is linked to the following types of activity:

- internet and email
- chat and messaging
- social networking
- file-sharing services
- online gaming
- phones and other mobile devices.

Technical understanding

This section contains technical knowledge linked to the e-safety areas in which this knowledge would be most relevant. It also addresses the main learning to give users a detailed explanation of the various areas and how they work. For example, within the area of inappropriate materials, the technical understanding section covers firewalls, filters, bypass technologies, piggy backing and IP tracking.

Advice

Each section provides advice to users, linked to the area of technical understanding, and includes technical advice and common sense advice. For example, 'Use browser options to clear cookies' would be technical advice linked to cookies and 'Do not take a website at face value' would be common sense linked to site ownership. Both of these areas link to identity theft within the materials.

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3 Using the materials

Three modules

The three modules are:

- video materials
- main learning and activities
- planning for learning.

Video materials

This module helps schools to consider the potential role of the ICT department within e-safety and highlights the needs and views of learners. The video starts with an introduction from Clare Johnson, Senior Director, National Strategies, who led the ICT team for six years and was one of the main authors of the revised National Curriculum for ICT in 2000. The video material includes a group of pupils talking about their own e-safety and their use of e-communication. These materials can be used with either pupils or adults to stimulate debate and gather local views and ideas.

Main learning and activities

This module provides teachers with a better understanding of the technical considerations and processes surrounding e-safety and e-security. Users have a choice either to engage with the scenarios or to go directly to the quick reference learning resources. If users choose to use the scenarios they will have an opportunity to interact with the materials by studying the content and then identifying the four most relevant technical areas. Feedback is given to users in response to correct choices. After the user has made a selection and received feedback, the materials provide advice about each area.

A quick reference section has been provided for those users who want quick answers to already defined issues. The quick reference section provides the same technical understanding and advice that is contained within the scenarios.

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Planning for learning

The third module gives guidance to teachers about teaching aspects of e-safety. The content addresses why aspects of e-safety and e-security should be taught. Coverage of e-safety is highlighted through extracts from the learning objectives of the Framework for ICT and related Functional Skills standards. These can be used in developing medium-term plans. Four example lesson plans are provided, which cover:

- disclosure of personal information
- malware
- inappropriate materials
- identity theft.

These bring a technical dimension to ICT learning. There is an interactive version of each lesson plan, annotated with additional guidance. Before they use these, teachers may need to have completed module 2 so that they are secure in the breadth and depth of knowledge and can 'talk around' the subject matter. The lesson plans do not directly link to the content of module 2, as this goes beyond that expected in the curriculum for secondary ICT.

Linked to each lesson are two pupil voice video clips. These provide a perspective to be used, either within your classroom or a department meeting, as a stimulus for discussion and reflection.

Additionally, a local authority case study gives guidance on how secure environments can be set up to allow learners 'hands on' access to firewalls and other crucial user settings in order to develop technical skills and understanding.

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Using these materials

Schools and departments should adopt a structured approach to the use of these materials, taking into account workload issues and pressures when identifying opportunities for ICT teachers and subject leaders to engage in this professional development opportunity. Examples of this could include:

- department plans to cover a single scenario as a team, using part of their half-termly department meeting – the school's technical staff could also be included within the activities
- teachers being given time to engage with these materials as part of the continuing professional development (CPD) identified from their annual performance review
- the materials forming part of an existing research collaborative linked to e-safety.

The local authority may build these materials into the CPD offer to schools.

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4 Beyond these materials

The role of the ICT department in e-safety

The ICT department should not become solely responsible for e-safety within the school. However, having gained additional understanding of technical matters, the ICT department may be able to offer advice and guidance from a more informed viewpoint. The senior leadership team may use the materials to begin a discussion with the staff, as a whole, relating to corporate responsibilities for e-safety in all subjects.

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Curriculum opportunities relating to e-safety

A number of opportunities exist to deliver aspects of e-safety and e-security at secondary school level. In order to rationalise planning, ICT departments should look for links across:

- progression in learning objectives provided in the Secondary Framework for ICT
- the Functional Skills standards in ICT (including teaching Functional ICT)
- related PSHE curriculum topics
- local e-safety initiatives
- materials related to the delivery of the IT Diploma (where appropriate).

5 Other e-safety organisations, initiatives and resources

Key stage 2

- **Becta**

AUPs in context: Establishing safe and responsible online behaviours
www.becta.org.uk/publications/aupsincontext

Safeguarding children online – a guide for school leaders
<http://publications.becta.org.uk/display.cfm?resID=35298>

Signposts to safety: Teaching e-safety at Key Stages 3 and 4
http://schools.becta.org.uk/index.php?section=pb&&catcode=ss_pb_es_02&rid=13332

“Becta is the government agency leading the national drive to ensure the effective and innovative use of technology throughout learning.”

“Becta’s remit covers a wide range of priority areas and key themes. These include enabling people to have equal opportunity and access to learning resources, creating links between schools and the home, ensuring the safety of all learners, personalising learning to enable learners and practitioners to interact and inspire each other, helping providers to plan effective investment in technology in building or refurbishment work, and using technology to ensure efficiency and value for money.”

From <http://about.becta.org.uk/display.cfm?page=1616> © Becta 2008

- **BBC** chat guide for teachers at: www.bbc.co.uk/chatguide/teachers/ks2.shtml

- **GridClub** Teachers guides and lesson plans at:
www.gridclub.com/teachers/t_internet_safety.html

“GridClub covers all of the school curriculum and has won many awards. The site is designed to appeal directly to children as much as to teachers, parents and carers. It is self-directed learning if you want it to be. The site offers excellent homework opportunities.”

From www.gridclub.com/teachers/t_whatiscg.html, © Grid Learning Ltd 2008

- **Miss Dorothy.com**

www.missdorothy.com/learning/index.php

“The Missdorothy.com learning programme is an innovative approach to learning about personal behaviour and safety for seven to eleven-year-olds. It is designed to tackle behavioural issues including bullying, crime and disorder, social inclusion, racism and good citizenship. The programme is unique - delivering learning through the medium of a web site cartoon character – Miss Dorothy Com or Dot Com to her friends and family.”

From www.missdorothy.com/learning/index.php, © missdorothy.com

Key Stages 2 and 3

- **Kidsmart**

www.kidsmart.org.uk
www.kidsmart.org.uk/teachers/lessonplans.aspx

“The Kidsmart website has been written by Childnet International, a non-profit organisation working to help make the internet a great place for children.”

From www.kidsmart.org.uk/disclaimer/, © Childnet International 2006

- **Net Detectives**

www.net-detectives.org/index.html

Net Detectives is a project produced by Childnet International and aimed at 9–12-year-olds where schools can book in to participate in online role-play.

- **KnowITall**

www.childnet-int.org/kia

This Childnet International initiative was sent to every secondary school in the UK as a pack in November 2005

- **Wisekids**

www.wisekids.org.uk

"WISE KIDS is a not-for-profit company, founded in October 2002 by Sangeet Bhullar. WISE KIDS provides innovative training programmes and consultancy in New Media, Internet and Mobile Technologies, Internet Proficiency, Literacy and Safety."

From www.wisekids.org.uk/aboutus.htm, © WISE KIDS

- **Thinkyouknow**

www.thinkuknow.co.uk

CEOP offers hard-hitting videos for children and young people, and a training program for teachers and educationists using the resources.

"The Child Exploitation and Online Protection (CEOP) Centre is part of 'UK police' and is dedicated to protecting children from sexual abuse wherever they may be. That means building intelligence around the risks, tracking and bringing offenders to account either directly or with local and international forces and working with children and parents to deliver our unique ThinkuKnow educational programme. Our approach is truly holistic, our style is totally inclusive and our appeal is to everyone out there to work with us in making every child matter, everywhere."

From www.ceop.gov.uk, © CEOP

- **Us Online**

www.roareducate.co.uk/esafety

"Us Online, developed by London Grid for Learning (LGfL) in conjunction with Roar Educate, is an online activity-based resource that links issues of diversity, rights and roles with issues such as social networking, online learning and e-safety. In both the online world and the real world there are traps and pitfalls and also obligations and codes of behaviour to ourselves and others. This module addresses online safety and online responsibility, this and the cross phase Programme (under development due Summer 2009) are aimed at developing an understanding of the Rights, Roles and Responsibilities of Online Citizenship."

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Acknowledgements

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