

# Parent Computing Workshop

Part One: Online Safety

Part Two: The Computing Curriculum

# Online Safety – Key issues

There are a number key issues affecting children online:

- Cyberbullying
- Social pressures
- Inappropriate content
- Online grooming

# Cyberbullying – What we need to know

- 3 KEY ASPECTS OF BULLYING BEHAVIOUR
  - [1] Repetitive
  - [2] Negative
  - [3] Intentional
  - The fact that bullies can also easily hide their identity online can make cyberbullying much more difficult to stop.
- DIFFERENT DEVICES & CHANNELS
  - Cyberbullying can take place on mobile phones, tablets, computers and even games consoles as it becomes more and more common for players to chat to other players whilst playing online.
  - From a snapshot of 1,400 students surveyed by the Diana Award in 2018, 33% of young people admitted to have experienced bullying on social media, 11% via text message and 12% whilst online gaming.

# Cyberbullying – What the school does



- **WE TAKE A HOLISTIC APPROACH**
  - Positive behaviour must be modelled by both parents and all members of staff (including non-teaching staff)
  - Safeguarding is everybody's responsibility
- **WE BUILD CONFIDENCE IN DEALING WITH INCIDENTS**
  - We have clear knowledge of what constitutes bullying behaviour
  - The school must have clear sanctions and courses of action
  - We continually update knowledge of online and offline challenges
- **WE USE CHILDREN AND YOUNG PEOPLE AS A RESOURCE**
  - We understand what influences the behaviour of young people
  - We find out what children are engaging with online
- **WE UNDERSTAND THE CAUSES OF BULLYING**
  - We support both those displaying and those who are victims of bullying behaviour
  - We tailor each case to the needs of the specific school environment

# Social pressures – Tips for us

- FOLLOW WHO THEY FOLLOW
  - Get your own social media account and see what your children are consuming and taking an interest in
- TALK ABOUT ROLE MODELS
  - Talk to your child about their role models
  - Work with your child to find positive role models
- BUILD THEIR SELF-ESTEEM
  - Make your child aware of how unrealistic social media can be
  - Discuss how images can be cropped, edited and manipulated to create artificial scenarios
- ENCOURAGE INDEPENDENT THINKING
  - Talk to your children about the importance of forming their own opinions and not blindly following others
  - Teach them to question other people's motives online



# Social pressures – Tips for us



- **BE THEIR FRIEND OR FOLLOWER**
  - The best way to see who your children are connected to is to be their friend yourself
- **TURN ON PRIVACY CONTROLS**
  - All social media platforms have parental controls
  - For example, remove the ability for strangers to comment or have a screening process to approve friend requests
- **BEHAVE ONLINE AS THEY WOULD OFFLINE**
  - Discuss with your child the pitfalls of trying to be someone they're not
  - Remind them that what they put on the internet can be there forever
- **TEACH THEM THE REAL VALUE OF FRIENDSHIP**
  - Meeting and speaking to people in the real world, offline, is often a better way to build a deep friendship
  - A large number of friends online does not equal a large number of friendships

# Grooming – DfE guidance “Teaching Online Safety in School”



Department  
for Education

- TEACHERS MUST KNOW ABOUT TYPES OF GROOMING AND MOTIVATIONS FOR IT
  - for example radicalisation, Child Sexual Abuse and Exploitation (CSAE) and gangs (county lines)
- TEACHING COULD INCLUDE:
  - boundaries in friendships with peers and also in families and with others
  - key indicators of grooming behaviour
  - explaining the importance of disengaging from contact with suspected grooming and telling a trusted adult
  - how and where to report it both in school, for safeguarding and personal support, and to the police
- RELATIONSHIPS EDUCATION
  - In Primary - “the characteristics of positive and healthy friendships (in all contexts, including online)”.
- *“At all stages it will be important to balance teaching children about making sensible decisions to stay safe whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.”*

# Online Safety – 6 Tips For Parents

- **AGREE BOUNDARIES**
  - Be clear about the times that your children can use the internet and what they are allowed to do
  - Discuss what information is okay to share and what personal information is not
- **COMMUNAL INTERNET USE**
  - Keep internet use in communal areas such as the living room or kitchen
- **USE CHILDREN'S SEARCH ENGINES**
  - [www.swiggle.org.uk](http://www.swiggle.org.uk)
  - [www.kiddle.co](http://www.kiddle.co)
- **DO YOUR RESEARCH**
  - Check age ratings on apps and content – are they suitable for your child?
  - Check if there is any possibility of your child talking to others through a game
- **EXPLORE!**
  - Ask your children to explain what they are doing or playing online
  - Use these conversations to discuss safe ways to stay online
- **USE PARENTAL CONTROLS**
  - Use parental controls on home internet devices and apps/games



In an increasingly digital age it is vital to stay informed about how to keep your children safe online. Here are 6 tips to do this effectively.

1) AGREE BOUNDARIES

2) COMMUNAL INTERNET USE

3) USE CHILDREN'S SEARCH ENGINES

4) DO YOUR RESEARCH


5) EXPLORE!


6) USE PARENTAL CONTROLS



<https://www.internetmatters.org/parental-controls/>

This is a fantastic resource for finding out how to set parental controls on a wide range of devices, apps and social media sites.



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# Parental Controls

Give your child a safe space to explore their curiosity online.


Our step by step parental controls guides will help you to set up the right controls and privacy settings on the networks, gadgets, apps, and sites they use to give them a safer online experience.

SEE SET UP SAFE CHECKLIST



Smartphones and other devices


Select the device from the dropdown list



VIEW ALL

Entertainment & Search engines


Select the device from the dropdown list



VIEW ALL


Broadband & mobile networks


Select the device from the dropdown list



Social media

Select the device from the dropdown list





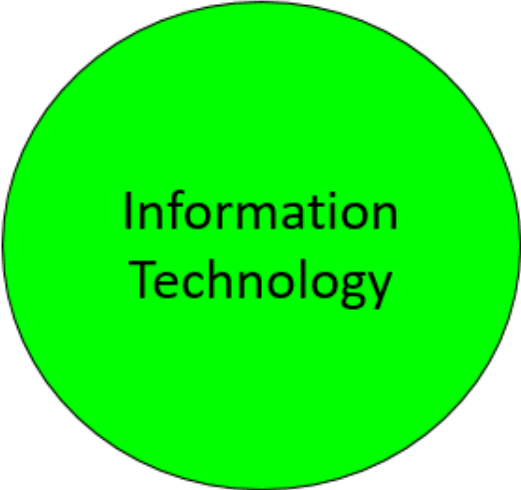
# Teaching - Computing Strands

- You will commonly see computing knowledge and skills split into 3 key strands:



Computer  
Science

Problem solving through programming / coding and computational thinking.  
Understanding how computers and systems work.



Information  
Technology

Use technology to create, organise, store, manipulate and retrieve digital content. Know which program to use for a given task.



Digital  
Literacy

Know how to stay safe online. Follow internet etiquette. Know how to communicate online. Understand how to search online effectively.

# National Curriculum

Computer  
Science

Information  
Technology

Digital  
Literacy

**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.

# National Curriculum

Computer  
Science

Information  
Technology

Digital  
Literacy

**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.