

INTO FILM

Staying Safe Online

Curriculum Links for 7-19

Our resources are designed to be used with selected film titles, which are available free for clubs at www.intofilm.org

See, think, make.
Imagine

intofilm.org





PSHEE

KS2

- Develop a healthy, safer lifestyle: to recognise the different risks in different situations and then decide how to behave responsibly

Activities

7-11: 1, 2, 3.

KS3/KS4/KS5

- take into account legal, moral, economic, environmental, historical and social dimensions of different political problems and issues
- take into account a range of contexts, such as school, local, regional, national, European, international and global, as relevant to different topics
- use and interpret different media and ICT both as sources of information and as a means of communicating ideas

Activities

11-16: 1, 2, 3, 4.

16-19: 1, 2, 3.

Citizenship

KS3

Pupils should be taught about:

- the precious liberties enjoyed by the citizens of the United Kingdom.

Activities

11-16: 1, 2, 3.

KS4

Pupils should be taught about:

- the different ways in which a citizen can contribute to the improvement of his or her community.

Activities

11-16: 1, 2, 3, 4.

ENGLAND

DFE NATIONAL CURRICULUM

Computing

KS2

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Activities

7-11: 1, 2, 3.

KS3/KS4

- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct.
- Understand how changes in technology affect safety, including new ways to protect their online safety and privacy.

Activities

11-16: 1, 2, 3, 4.

English

KS2

Spoken Language

Maintain attention and participate actively in:

- Participate in discussions, presentations and debates.

Activities

7-11: 1, 2, 3.

Writing

- Plan their writing by identifying the audience for and the purpose of the writing.

Activities

7-11: 1, 2, 3.

KS3/4

Spoken Language

- Speak confidently and effectively:
- Giving short speeches and presentations expressing their own ideas and keeping to the point.

Activities

11-16: 1, 2, 3.

Writing

Pupils should be taught to write:

- For a variety of purposes and audiences.

Activities

11-16: 1, 2, 3.

KS5

Examination Board Specifications

AQA Information and Communication Technology

- 3.3: Society's use of ICT
 - 3.3.1: Legal issues
 - 3.3.2: Social and economic issues
 - 3.3.3 Political, ethical and environmental issues.

(Equivalent specifications available from other examination boards)

Activities

16-19: 1, 2, 3.



Cross-curricular skills/Using ICT

KS2

- Making effective use of Information and Communications Technology in a wide range of contexts to access, manage, select and present information.

Personal Development and Mutual Understanding

- Enable pupils to develop knowledge, understanding and skills in:
 - Their self-esteem, confidence and how they develop as individuals.:
 - human rights and social responsibility.

Activities

7-11: 1, 2, 3.

KS3

(Thinking Skills and Personal Capabilities)

- Enable pupils to:
 - Take initiative.
 - Learn from mistakes.
 - Work collaboratively.

(Ethical Awareness)

- Be aware of some of the dilemmas arising from scientific, technological and environmental change.
- Assess the human and environmental impact of ethical choices and take action as appropriate.

Activities

11-16: 1, 2, 3, 4.

KS4

(Using ICT)

- Making effective use of information and communication technology in a wide range of contexts to access, manage and present information.

Activities:

11-16: 1, 2, 3, 4.

Language and Literacy

KS3

Talking and Listening

- Participate in group and class discussions for a variety of curricular purposes.

Activities

11-16: 1, 2, 3.

NORTHERN IRELAND

NORTHERN IRELAND CURRICULUM

Writing

- Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form.

Activities

11-16: 1, 2, 3.

KS5

Examination Board Specifications

Council for the Curriculum, Examinations and Assessment (CCEA) (Northern Ireland) CCEA ICT AS/A2 Information and Communication Technology

- Module 5: Uses of Information Systems
- AQA Information and Communication Technology
- 3.3: Society's use of ICT
 - 3.3.1: Legal issues
 - 3.3.2: Social and economic issues
 - 3.3.3 Political, ethical and environmental issues.
- (Equivalent specifications available from other examination boards)

Activities

16-19: 1, 2, 3.



Technologies

Second

Experiences and outcomes

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve my life, the lives of others
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden my understanding of the role that information and communications technology (ICT) has in Scotland and in the global community

Computing science contexts for developing

technological skills and knowledge

- I am developing my knowledge and use of safe and acceptable conduct as I use different technologies to interact and share experiences, ideas and information with others. TCH 1-08a/TCH 2-08a.

Activities

7-11: 1, 2, 3.

Third

Experiences and outcomes

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve my life, the lives of others
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden my understanding of the role that information and communications technology (ICT) has in Scotland and in the global community

SCOTLAND

CURRICULUM FOR EXCELLENCE

Computing science contexts for developing

technological skills and knowledge

- By considering ways to protect technological devices, I can act safely and responsibly when selecting and using different technologies to communicate and collaborate. TCH 3-08a

Health and Wellbeing

Second to Fourth

Experiences and Outcomes

- Learn about where to find help and resources to inform choices
- Assess and manage risk and understand the impact of risk-taking behaviour.
- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them.
- I show respect for the rights of others. HWB 0-09a/1-09a/2-09a/3-09a/4-09a
- I make full use and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 0-11a/1-11a/2-011a/3-011a/4-011a.

Activities

11-16: 1, 2, 3, 4.

Fourth

By discussing the business, environmental, ethical and social implications of computer technology, I can begin to gain an understanding of the need for sustainability and accessibility. TCH 4-05a

- I can compare different forms of security software to gain knowledge and understanding of their functions in protecting contemporary technologies. TCH 4-08b.

Literacy and English

Second to Fourth

- Engage with and create a wide range of texts in different media, taking advantage of the wide range of opportunities offered by ICT.
- Extend and enrich my vocabulary through listening, talking watching and reading.

Activities

11-16: 1, 2, 3, 4.

Senior

Examination Board Specifications

Scottish Qualifications Authority (SQA)

Scottish Higher and Advanced Higher
SQA Information Systems
Scottish Credit and Qualifications Framework (SCQF) Level 4 Internet Safety
SCQF Digital Media Computing Levels 4/5
SCQF Social Software Level 4
AQA Information and Communication Technology

- 3.3: Society's use of ICT
- 3.3.1: Legal issues
- 3.3.2: Social and economic issues
- 3.3.3 Political, ethical and environmental issues.

(Equivalent specifications available from other examination boards)

Activities

16-19: 1, 2, 3.



THE NATIONAL CURRICULUM FOR WALES. NATIONAL LITERACY AND NUMERACY FRAMEWORK

Personal and Social Education

KS2

Active Citizenship

- Understand
 - rights and responsibilities.
 - how injustice and inequality affect people's lives.
 - the importance of personal safety.
 - what to do or whom to go to when feeling unsafe.

Developing ICT

- use ICT safely with appropriate support and guidance.

Moral and Spiritual Development

- understand that personal actions have consequences.

Working with others

- ask for personal support and advice.

Activities

7-11: 1, 2, 3.

KS3

Active Citizenship

- Understand
 - Rights and entitlements

Developing ICT

- use ICT safely and responsibly following safe

Moral and Spiritual Development

Understand:

- what they believe to be right and wrong actions and the moral dilemmas involved in life situation

Activities

11-16: 1, 2, 3, 4.

KS4

Preparing for Lifelong Learning

- Be well-organised and take responsibility for their actions and decisions related to learning.

Activities

11-16: 1, 2, 3, 4.

WALES

THE NATIONAL CURRICULUM FOR WALES. NATIONAL LITERACY AND NUMERACY FRAMEWORK

Information and Communications Technology

KS2

- Use ICT and suitable information sources safely and legally in accordance with LEA/school guidelines.
- Pupils should be taught to use ICT comfortably, safely and responsibly and to consider the hazards and risks in their activities. They should be able to follow instructions to minimise risk to themselves and others.

KS3

- Use ICT and suitable information sources safely and legally in accordance with LEA/school guidelines.
- Pupils should be taught to use ICT comfortably, safely and responsibly and to consider the hazards and risks in their activities. They should be able to follow instructions to minimise risk to themselves and others and understand that disclosing personal details puts themselves and others at risk.

KS4

- Use ICT safely, responsibly and independently; complying with data protection and following safe practices.

National Literacy and Numeracy Framework

KS2/3

Oracy across the curriculum:

- Developing and presenting information and ideas:
Elements/aspects selected as appropriate to key stage and class.

Writing across the curriculum:

- Developing and presenting information and ideas:
elements/aspects selected as appropriate to key stage and class.

National Curriculum

English

KS2/3

Oracy

- Communicate clearly and confidently, expressing opinions, adapting talk to audience and purpose.

Writing

- Writing for a range of purposes.

KS4

Oracy

- View and listen attentively to complex and varied information and ideas, giving relevant responses.
- Communicate clearly, confidently and persuasively, when necessary adapting talk to audience and purpose.

Writing

- Writing for a range of purposes.

Activities

11-16: 1, 2, 3, 4.

WALES

THE NATIONAL CURRICULUM FOR WALES. NATIONAL LITERACY AND NUMERACY FRAMEWORK

KS5

- Use ICT safely, responsibly and independently, embedding appropriate behaviour and techniques into activities to ensure that they remain both safe and legal at all times.

Moral and Spiritual Development

- Develop a consistent set of personal values and have the confidence to apply these in practice.
- Understand the concept of moral responsibility and the need for shared values.

Examination Board Specifications

Welsh Joint Examination Committee (WJEC/CBAC)

WJEC/CBAC AS/A2 ICT

Section 4.1.6: Uses of ICT Including

- ethical issues
- safe and responsible use of ICT
- computer crimes.

AQA Information and Communication Technology

- 3.3: Society's use of ICT
- 3.3.1: Legal issues
- 3.3.2: Social and economic issues
- 3.3.3 Political, ethical and environmental issues.

(Equivalent specifications available from other examination boards)

Activities

16-19: 1, 2, 3.
