



Year 4 Online Safety Curriculum;



we aim to equip our pupils with the knowledge, understanding and skills to use information technology creatively and purposefully to stay safe.

Age Category	Common Sense Media Lesson	Resources	Curriculum Opportunities
<p>Year 4</p> <div data-bbox="118 483 331 571"> <p>Self Image & Identity</p> </div> <div data-bbox="118 587 331 675"> <p>Relationships & Communication</p> </div>	<p>Lesson 1</p> <p><u>Rings of Responsibility</u></p> <p>Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens</p> <p>I can explain how my online identity can be different to my offline identity.</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>	<p>Childnet – Only a Game Drama resource on gaming</p> <p>Digizen – Digital Values Lesson plans and activity.</p> <p>CEOP - Cyber-Cafe Thinkuknow resources exploring aspects of online communication</p> <p>UK Safer Internet Centre Safer Internet Day</p> <p>Further lesson idea: Linked to http://www.digizen.org/digicentral/digital-values.aspx activity - Create own digital compass questions and present as an online survey perhaps as part of a class blog. Use google docs to create a form, online survey tool such as survey gizmo, monkey or survey tool within school learning platform. Explain and justify choices of questions.</p>	<p>PSHE: SEAL Good to be me</p> <p>English: Reading - Provide reasoned justifications for their views. Composition - Plan their writing by noting and developing initial ideas, drawing on reading and research.</p> <p>ICT: Exchanging and sharing information – in a variety of forms Idea: Linked to http://www.digizen.org/digicentral/digital-values.aspx activity - Create own digital compass questions and present as an online survey perhaps as part of a class blog. Use google docs to create a form, online survey tool such as survey gizmo, monkey or survey tool within school learning platform. Explain and justify choices of questions.</p>



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<p>Year 4</p> <div data-bbox="118 483 338 576" style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">  Privacy & Security </div> <div data-bbox="118 587 338 679" style="border: 1px solid black; border-radius: 10px; padding: 5px;">  Information Literacy </div>	<p style="text-align: center;">Lesson 2</p> <p style="text-align: center;"><u>Private and Personal Information</u></p> <p>How can you protect yourself from online identity theft? Pupils think critically about the information they share online.</p> <p>I can describe strategies for keeping personal information private, depending on context.</p> <p>I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p> <p>I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.</p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent.</p>	<p>Childnet - Young People and Social Networking Sites Advice for teachers and parents.</p> <p>ICO – Personal information and information rights Lesson plans and resources</p> <p>Further lesson idea: Google Digital Literacy Tour Create 2 T-shirt/baseball cap designs one that must feature public online profile information and the second that must feature personal or private information. Explore and discuss how Pupils would feel wearing each of the designs in a range of locations and scenarios, including at home, at school, in town, at the park.</p>	<p>PSHE: Personal Wellbeing Use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behavior.</p> <p>ICT: Developing ideas Bring together, draft and refine information, including through the combination of text, sound and image.</p> <p>Idea: Create 2 T-shirt/baseball cap designs one that must feature public online profile information and the second that must feature personal or private information. Explore and discuss how Pupils would feel wearing each of the designs in a range of locations and scenarios, including at home, at school, in town, at the park.</p>



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<p>Year 4</p> <div data-bbox="118 592 331 687"> </div> <div data-bbox="118 699 331 794"> </div>	<p>Lesson 3</p> <p>The Power of Words</p> <p>Pupils consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful.</p> <p>Pupils identify actions that will make them Upstanders in the face of cyberbullying.</p> <p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>I can explain why people need to think carefully</p>	<p>Childnet – Who should you tell? Skills School – Safety features explained</p> <p>Office of the eSafety Commissioner - Cyberbullying Teachers resources</p> <p>Artisancam – Super action comic maker software to create a comic book</p> <p>BBC - CBBC – What is cyberbullying? BBC newsround series with video</p> <p>Kidscape - Cyberbullying Advice for young people</p> <p>DfE - Preventing and Tackling Bullying Advice for schools October 2014</p> <p>Further lesson idea: Create voxbox/ Big Brother Red chair to capture cause and effect of hurtful messages. You could use a simple video recorder, animated avatars or audio capture.</p> <p>Report Abuse Button; Think u Know website; highlight to pupils as a way to report.</p>	<p>PSHE: SEAL Getting on and falling out, Bullying</p> <p>English: Composition Plan their writing by noting and developing initial ideas, drawing on reading and research.</p> <p>Draft and write by describing the setting of feelings and atmosphere to convey the character.</p> <p>Idea: Create voxbox/ Big Brother Red chair to capture cause and effect of hurtful messages. You could use a simple video recorder, animated avatars or audio capture.</p>



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	<p>about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>	<p>Helping Hands; http://www.saferinternet.org.uk/safer-internet-day/2012/schools-packs</p>	
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<p>Year 4</p> 	<p>Lesson 4</p> <p><u>The Key to Keywords</u></p> <p>Pupils learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies.</p>	<p>Childnet – What is reliable? Smart Rules</p> <p>Kidsmart – Safe Searching</p> <p>Google – How search works</p> <p>Further lesson idea: Produce online Trivia Quiz, to be published on school website, or school blog, with a guide alongside to good searching, to help users find answers quickly. The guide pupils produce should be based on the knowledge learned from the unit.</p> <p>Set trivia questions based on school learning, topics and current music. Use variety of media links for the answers.</p> <p>Pupils could use simple PowerPoint with hyperlinks, or create using wikis or blogs, with hyperlinks to correct pages and answers.</p>	<p>ICT: Finding information - Pupils should be able to: consider the online information needed to solve a problem, complete a task or answer a question, and explore how information will be used</p> <p>Literacy: consider what the reader needs to know and include relevant details adapt style and language appropriately for a range of forms, purposes and readers</p> <p>Idea: Produce online Trivia Quiz, to be published on school website, or school blog, with a guide alongside to good searching, to help users find answers quickly. The guide pupils produce should be based on the knowledge learned from the unit.</p> <p>Set trivia questions based on school learning, topics and current music. Use variety of media links for the answers.</p> <p>Pupils could use simple PowerPoint with hyperlinks, or create using wikis or blogs, with hyperlinks to correct pages and answers.</p>



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<p>Year 4</p> <div data-bbox="118 552 338 647"> </div> <div data-bbox="118 655 338 751"> </div>	<p>Lesson 5</p> <p><u>Whose is it, Anyway?</u></p> <p>Pupils learn that copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others.</p> <p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>	<p>All About explorers - Link to website A website developed by teachers to help children to understand research skills</p> <p>TES – Alleyk@tz Video Teachers resource on plagiarism</p> <p>Further lesson idea: Create a collaborative piece of writing linked to a current curriculum focus. Include links to source information. You could use a wiki tool or something like popplet or an online thought mapping tool to create and present the information.</p>	<p>English: Reading – distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction by being clear about the information they have been asked to locate.</p> <p>PSHE: SEAL – Relationships</p> <p>Idea: Create a collaborative piece of writing linked to a current curriculum focus. Include links to source information. You could use a wiki tool or something like popplet or an online thought mapping tool to create and present the information.</p>
<p>Online Relationships</p>	<p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p>	<p>Child Net; SMART Rules. Chapter 4 TELL http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew</p> <p>Interactive E Book exploring cyber bullying and the importance of being a good friend.</p> <p>https://www.avg.com/stc/campaign/magda-and-mo/magda-and-mo2-en.html</p>	<p>English; create a leaflet to describe what to do if worried about cyber bullying and positive behaviour and actions</p>



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	<p>I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p> <p>I can describe how to find out information about others by searching online.</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p>Think about the different ways cyber bullying can occur and the potential consequences of the sections to everyone involved.</p>	
Health and lifestyles	<p>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</p>		
Online Reputation	<p>I can describe how to find out information about others by searching online.</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>		
Managing online Information	<p>I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p>	<p>Horrible Histories; Be aware of what you download- a humorous way of exploring the consequences of accepting downloads www.bbc.co.uk/cbbc/watch</p>	<p>Link to SRE children's experiences of internet gaming. Age appropriate games.</p>



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	<p>I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.</p> <p>I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p>	<p>Prudish Victorians; what happens when you lie about your age. www.bbc.co.uk/cbcc/watch</p> <p>SMART Rules; Chapter 1 highlights the need to think about accepting/ opening files sent by others.</p>	
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