



Year 5 Online Safety Curriculum; we aim to equip pupils with the knowledge and understanding and skills to use information technology creatively and purposefully by staying safe.

Age Category	Common Sense Media Lesson	Resources	Curriculum Opportunities
<p>Year 5</p> <div data-bbox="120 459 338 555" style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">  <span style="margin-left: 5px;">Privacy &amp; Security</span> </div>	<p>Lesson 1</p> <p><a href="#"><u>Strong Passwords</u></a></p> <p>Pupils learn how to create secure passwords in order to protect their private information and accounts online.</p> <p>I can explain what a strong password is and demonstrate how to create one</p> <p>I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>I can explain what app permissions are and can give some examples.</p>	<p><b>Digizen</b> - <a href="#"><u>Perfect passwords</u></a> Teacher's resource and activities</p> <p><b>Budd:e</b> - <a href="#"><u>Password Power</u></a> Lesson plan</p> <p><b>Symantec</b> - <a href="#"><u>Password strength checker</u></a> Password security checking tool <a href="#"><u>How strong is my password?</u></a></p> <p><b>Netsmartz</b> - <a href="#"><u>Password Rap</u></a> Video</p> <p><b>Roboform</b> - <a href="#"><u>How secure is my password?</u></a> Password strength checking tool</p> <p>Further lesson idea: Create storyboard, script and animation short to communicate 'Do's and don'ts for passwords' for an identified audience (parents or pupils). You could use software such as J2e spotlight, digital blue movie creator, or an online tool such as goanimate</p>	<p><b>ICT:</b> Communicating information Use a range of ICT tools to present information in forms that are fit for purpose, meet audience needs and suit the content.</p> <p><b>English:</b> Writing Develop ideas, themes, imagery, settings and/or characters when writing to imagine, explore and entertain.</p> <p><b>Idea:</b> Create storyboard, script and animation short to communicate 'Do's and don'ts for passwords' for an identified audience (parents or pupils). You could use software such as J2e spotlight, digital blue movie creator, or an online tool such as goanimate</p>



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<p>Year 5</p> <div data-bbox="120 523 338 619" style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">  Relationships &amp; Communication         </div> <div data-bbox="120 632 338 727" style="border: 1px solid black; border-radius: 10px; padding: 5px;">  Self Image &amp; Identity         </div> <p>This links to PSHE matters and the SRE Curriculum</p>	<p>Lesson 2</p> <p><a href="#"><u>Digital Citizenship Pledge</u></a></p> <p>Pupils work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a We the Digital Citizens Pledge.</p> <p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p><b>Office of the eSafety Commissioner</b> – <a href="#"><u>Digital Citizenship</u></a> Teachers resources</p> <p><b>UK Safer Internet Centre</b> <a href="#"><u>Safer Internet Day</u></a></p> <p>Further lesson idea: Establish or further develop a class online community perhaps using the school learning platform, or an online resource like thinkquest.org</p> <p>Utilise the community to support cross curricular or wider school community activities such as a fund raising activity, or a sports or performance event.</p> <p>Review the effectiveness of the community, the need for establishing ground rules and positive practices.</p>	<p><b>ICT:</b> Impact of technology - exploring how ICT changes the way we live our lives and has significant social, ethical and cultural implications.</p> <p>Communication and collaboration -exploring the ways that ICT can be used to communicate, collaborate and share ideas on a global scale, allowing people to work together in new ways and changing the way in which knowledge is created.</p> <p><b>Idea:</b> Establish or further develop a class online community perhaps using the school learning platform, or an online resource like thinkquest.org</p> <p>Utilise the community to support cross curricular or wider school community activities such as a fund raising activity, or a sports or performance event.</p> <p>Review the effectiveness of the community, the need for establishing ground rules and positive practices.</p>



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<p>Year 5</p> 	<p>Lesson 3</p> <p><b><u>You've Won a Prize</u></b></p> <p>Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it.</p>	<p><b>BBC</b>– <a href="#">Lady Jane Grey “beware what you download “</a> Horrible histories video</p> <p><b>Netsmartz</b> – <a href="#">Router’s Birthday Surprise</a> Teacher notes and video</p> <p><b>Media Smart</b> - <a href="#">Digital Advise</a> (Registration needed) Lesson plans, parents resources on websites and online advertising</p> <p>Further lesson idea: Create a ‘Spam Spotters’ radio jingle. Locate and use appropriate sounds, for example Audio Network, you could try editing sounds using a tool such as audacity.</p>	<p>English: Composition Plan their writing by noting and developing initial ideas, drawing on reading and research. Perform their own compositions, using appropriate meaning and intonation so that meaning is clear.</p> <p>ICT: Working with others to explore a variety of information sources and ICT tools e.g. using ICT tools to capture and change sounds.</p> <p>Reviewing modifying and evaluating work as it progresses Review what they and others have done to help them to develop their ideas.</p> <p>Idea: Create a ‘Spam Spotters’ radio jingle. Locate and use appropriate sounds, for example <a href="#">Audio Network</a>, you could try editing sounds using a tool such as audacity.</p>



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<p>Year 5</p> 	<p>Lesson 4</p> <p><b><u><a href="#">How to Cite a Site</a></u></b></p> <p>Pupils reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources.</p>	<p><b>Wikihow</b> - <a href="#">Cite a site</a></p> <p>Teacher resource – how to acknowledge a source of information appropriately</p> <p><b>Google</b> – <a href="#">How search works</a></p> <p>Further lesson idea: Using sound and screen-recording software, such as Camtasia, each pupil produces a film of favourite sites to support home learning, with talk-over of why these sites are relevant, useful and learning-friendly. Finished films can be uploaded to blog sites or Youtube to support future learning.</p>	<p><b>ICT: Communication and collaboration</b> exploring the ways that ICT can be used to communicate, collaborate and share ideas on a global scale, allowing people to work together in new ways and changing the way in which knowledge is created, whilst acknowledging sources.</p> <p><b>Idea:</b> Using sound and screen-recording software, such as Camtasia, each pupil produces a film of favourite sites to support home learning, with talk-over of why these sites are relevant, useful and learning-friendly. Finished films can be uploaded to blog sites or Youtube to support future learning.</p>



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<p>Year 5</p> <div data-bbox="120 459 333 544"> </div> <div data-bbox="120 560 333 644"> </div> <div data-bbox="120 660 333 745"> </div>	<p>Lesson 5</p> <p><b><u>Picture Perfect</u></b></p> <p>Pupils learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.</p>	<p>BBC – <a href="#">Saxon Monk – Internet Videos are Forever</a> – Horrible Histories video</p> <p>Further lesson idea: “Who am I in the E-world?”</p> <p>Pupils could perform as role-play/drama, or create online presentation using Online sharing tool such as Animoto. If pupils do not have an online presence, then they could design them – what would their gaming tag be? What would their avatar look like? How might they use images in games in social networks etc?</p> <p><a href="http://mediasmart.uk.com/youngpeople">http://mediasmart.uk.com/youngpeople</a> Advertising - pupils to explain the concept of advertising.</p>	<p><b>PSHE:</b> Personal identities Understanding that identity is affected by a range of factors, including positive sense of self.</p> <p><b>Idea:</b> “Who am I in the E-world?”</p> <p>Pupils could perform as role-play/drama, or create online presentation using Online sharing tool such as Animoto. If pupils do not have an online presence, then they could design them – what would their gaming tag be? What would their avatar look like? How might they use images in games in social networks etc?</p>
<p><b>Online Reputation</b></p>	<p><b>Online Reputation</b></p> <p>I can search for information about an individual online and summarise the information found.</p> <p>I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect</p>	<p><a href="https://projectevolve.co.uk/toolkit/resources/years/5/managing-online-information/">https://projectevolve.co.uk/toolkit/resources/years/5/managing-online-information/</a></p>	<p>Links to SRE Curriculum; understanding about how to stay safe online and what constitutes as age appropriate online relationships. Build on the Year 4 content. Discuss what is age appropriate and understand game age restrictions.</p>
<p><b>Managing Online Information</b></p>	<p><b>Managing online Information</b></p> <p>I can explain the benefits and limitations of using different types of search technologies e.g. voice-</p>	<p><a href="https://projectevolve.co.uk/toolkit/resources/years/5/managing-online-information/">https://projectevolve.co.uk/toolkit/resources/years/5/managing-online-information/</a></p>	



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	<p>activation search engine. I can explain how some technology can limit the information I am presented with.</p> <p>I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</p> <p>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p> <p>I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence</p> <p>I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads</p> <p>I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).</p> <p>I can explain what is meant by the term 'stereotype', how</p>		
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	<p>'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</p> <p>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful</p>		
<p><b>Healthy Lifestyles</b></p>	<p><b>Healthy Lifestyles</b></p> <p>I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively</p> <p>I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</p> <p>I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</p> <p>I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission</p>	<p><a href="https://projectevolve.co.uk/toolkit/resources/years/5/health-well-being-and-lifestyle/">https://projectevolve.co.uk/toolkit/resources/years/5/health-well-being-and-lifestyle/</a></p>	<p>Links to SRE Curriculum; understanding about how to stay safe online and what constitutes as age appropriate online relationships.</p> <p>Build on the Year 4 content.</p> <p>Discuss what is age appropriate and understand game age restrictions.</p>



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	from a trusted adult before purchasing.		