



Year 6 Online Safety Curriculum; We aim to equip pupils with the knowledge, understanding and skills to use information technology creatively, purposefully and staying safe.

Age Category	Focused Lessons	Resources	Curriculum Opportunities
<p>Year 6</p> <div data-bbox="120 437 331 531" style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">  Internet Safety </div> <div data-bbox="120 544 331 635" style="border: 1px solid black; border-radius: 10px; padding: 5px;">  Relationships & Communication </div> <p>We link this with our Anti Bullying strategy, SRE Curriculum and PSHE Matters curriculum</p>	<p>Lesson 1</p> <p style="text-align: center;"><u>Talking Safely Online</u></p> <p>Pupils learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.</p> <p>Online Relationships (Project Evolve resource)</p>	<p>CEOP - Cyber-Cafe Thinkuknow resources exploring aspects of online communication</p> <p>Childnet - Captain Kara and Winston's Smart Crew Cartoons illustrating the smart rules.</p> <p>Netsmartz – Internet Safety Lesson resources on sharing personal information</p> <p>BBC - Lonely Princess BBC Newsround special with Video “Caught in the Web”</p> <p>Get Safe Online – Safeguarding Children Information and resources for teachers and parents</p> <p>ICO – Personal information and information rights Lesson plans and resources</p> <p>Further lesson idea: ‘How to talk safely online’ Select appropriate tools to enable the creation of a child friendly multimedia advert or presentation based on key persuasive points about how to talk safely online. You could use picture teller, prezzi, powerpoint, animoto, or any online presentation tool.</p>	<p>English: Writing Composition Identify the audience for and purpose of the writing. Create their own compositions using appropriate grammar and punctuation so that meaning is clear.</p> <p>ICT: Developing ideas and making things happen To develop and refine ideas by bringing together, organising and reorganising, text tables images and sound. Idea: ‘How to talk safely online’ Select appropriate tools to enable the creation of a child friendly multimedia advert or presentation based on key persuasive points about how to talk safely online. You could use Photo2Fun (on iOS and Android) or Photo Talk, prezzi, powerpoint, animoto, or any online presentation tool.</p>

Age Category	Common Sense Media Lesson	Resources	Curriculum Opportunities
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<p>Year 6</p> <p>Online Reputation</p> <div data-bbox="120 501 338 596"> <p>Relationships & Communication</p> </div> <div data-bbox="120 608 338 703"> <p>Self Image & Identity</p> </div>	<p>Lesson 2</p> <p><u>Super Digital Citizen</u></p> <p>Pupils explore Spider-Man's motto, "with great power comes great responsibility" through the lens of digital citizenship. They create comic strips show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it.</p> <p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p>	<p>Office of the eSafety Commissioner - Balancing Time Online Lesson resources</p> <p>BBC – CBBC Stay Safe Guidance, resources, videos and quiz</p> <p>Google - Google Safety Tips Security advice for parents and families</p> <p>Further lesson idea: Link to extension activity present and publish an online comic or animation short. You could use software such as J2e spotlight, digital blue movie creator, or an online tool such as <i>goanimate</i>, super action comic maker, strip designed app, or <i>evernote</i></p> <p><i>Childnet- It's only a game</i> http://www.childnet.com/resources/only-a-game http://www.childnet.com/film-competition</p> <p>Lesson plans and Ideas linked to Online Reputation Search and Access Resources ▶ Year Group ProjectEVOLVE</p>	<p>ICT: Developing Ideas - solve problems by developing, exploring and structuring information, and deriving new information for a particular purpose.</p> <p>Communicating information - communicate and exchange information (including digital communication) effectively, safely and responsibly.</p> <p>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>English: Writing Develop ideas, themes, imagery, settings and/or characters when writing to imagine, explore and entertain.</p> <p>Idea: Link to extension activity present and publish an online comic or animation short. You could use software such as J2e spotlight, digital blue movie creator, or an online tool such as <i>goanimate</i>, super action comic maker, strip designed app, or <i>evernote</i></p>
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<p style="text-align: center;">Year 6</p> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: 10px auto;">  Privacy & Security </div> <p>Pupils learn that children’s websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.</p>	<p style="text-align: center;">Lesson 3</p> <p style="text-align: center;"><u>Privacy Rules</u></p> <p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser)</p> <p>I can explain what to do if a password is shared, lost or stolen</p> <p>I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).</p> <p>I know that online services have terms and conditions that govern their use.</p>	<p>Childnet – <u>Supporting Young People Online</u> Guide for parents / carers and teachers</p> <p>Childnet - <u>The Smart Crew</u> Cartoons and teacher resources.</p> <p>BBC – <u>It’s Personal resources</u> Video showing how much information there is on the web about us. Rather dated, but with good messages.</p> <p>CEOP Thinkuknow - <u>Jigsaw- Becky’s Story</u> Video about Becky and her online profile</p> <p>BBC - <u>Do you know how to stay safe?</u> CBBC quiz on internet safety</p> <p>Horrible histories; https://www.bbc.co.uk/cbcc/watch</p> <p>Google.com; https://beinternetlegens.withgoogle.com/en-gb</p>	<p>English: Composition Identify the audience for and purpose of the writing. Create their own compositions using appropriate grammar and punctuation so that meaning is clear. Perform their own compositions, using appropriate meaning and intonation so that meaning is clear.</p> <p>ICT: 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 staying safe promo video, using scripts that the class has developed</p>



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Further lesson idea:

Create a staying safe promo video, using scripts that the class has developed

Share the online dangers of sharing pictures online and introduce risk of sending explicit photos with child friendly video.

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/

The ICO has produced lesson plans for primary aged pupils in personal information/data protection and freedom of information

<https://ico.org.uk/for-organisations/education/resources-for-schools/primary-school-lesson-plans>



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<p>Year 6</p> <div data-bbox="120 435 333 531" style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">  Cyberbullying </div> <div data-bbox="120 544 333 635" style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">  Relationships & Communication </div> <p><u>What's Cyberbullying?</u></p> <p>Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.</p> <p>This links to PSHE Matters scheme and the Anti Bullying Policy</p>	<p>I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p>	<p>Office of the eSafety Commissioner - Cyberbullying Teachers resources and lesson plans</p> <p>Kidscape - What is cyberbullying? Advice for families and children on cyberbullying</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. How does it feel? Use an online digital imagery tool such as <i>photostory</i>, <i>animoto</i> or http://edu.glogster.com/ (Free – but registration needed) to create an eposter to depict how it feels to be the victim of a bullying incident.</p> <p>Brain POP site has free animation on 'Digital Etiquette and a free game . http://www.brainpop.com/technology/computersandinternet/digitaletiquette/</p> <p>Play like share- learning about manipulative and pressurizing behaviour online. www.thinkuknow.co.uk/professionals/resources/play-like-share</p>	<p>PSHE: SEAL Getting on and falling out, Bullying - Say no to bullying, to recognize how their behavior affects other people, to realize consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>English: Composition Plan their writing by noting and developing initial ideas, drawing on reading and research. 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. How does it feel? Use an online digital imagery tool such as <i>photostory</i>, <i>animoto</i> or http://edu.glogster.com/ to create an eposter to depict how it feels to be the victim of a bullying incident.</p>



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<p>Year 6</p> <div data-bbox="120 639 338 730" style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">  Information Literacy </div> <div data-bbox="120 743 338 834" style="border: 1px solid black; border-radius: 10px; padding: 5px;">  Self Image & Identity </div>	<p>Lesson 5</p> <p style="text-align: center;"><u>Selling Stereotypes</u></p> <p>Pupils explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for children.</p> <p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</p> <p>I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.</p>	<p>Let Toys be Toys – Lesson plan Challenging use of genders in adverts Upper KS2</p> <p>Hackney Learning trust – Stereotyping in the Media Lesson plan for Key Stage 2</p> <p>Use the Project Evolve resources;</p> <p>Search and Access Resources ▶ Year Group ProjectEVOLVE</p> <p>Body Image and advertising. Building emotional resilience tp advertising and portrayal of body image. www.mediasmart.uk.com/resources/teaching-resources/body-image</p>	<p>PSHE: Personal Wellbeing, critical reflection - reflect critically on their own and others’ values.</p> <p>Develop self-awareness by reflecting critically on their behaviour and its impact on others</p>



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	I can explain the importance of asking until I get the help needed		
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<p>Health and wellbeing and lifestyle.</p> <p>This links to the PSHE matters scheme of work and the SRE curriculum</p>	<p>Health, well being and lifestyle</p> <p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p>	<p>Search and Access Resources ▶ Year Group ProjectEVOLVE</p>	
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<p>Copyright and ownership</p>	<p>Copyright and ownership</p> <p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p>	<p>Search and Access Resources ▶ Year Group ProjectEVOLVE</p>	
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	<p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>		
<p>Online relationships</p> <p>This links to Anti Bullying It also links to the PSHE matters Scheme of Work and The SRE Curriculum</p>	<p>Online Relationships</p> <p>I can explain how sharing something online may have an impact either positively or negatively</p> <p>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p> <p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>	<p>Search and Access Resources ▶ Year Group ProjectEVOLVE</p>	