

Year 5 Online Safety Overview

National Curriculum Objectives:

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

Education for a Connected World – Knowledge, Skills & Understanding:

Self-image and Identity	Online Relationships	Online Reputation	Online Bullying
<ul style="list-style-type: none"> • I can explain how identity online can be copied, modified or altered. • I can demonstrate responsible choices about my online identity, depending on context. 	<ul style="list-style-type: none"> • I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault • I can make positive contributions and be part of online communities. • I can describe some of the communities in which I am involved and describe how I collaborate with others positively 	<ul style="list-style-type: none"> • I can search for information about an individual online and create a summary report of the information I find. • I can describe ways that information about people online can be used by others to make judgments about an individual. 	<ul style="list-style-type: none"> • I can recognise when someone is upset, hurt or angry online. • I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. • I can explain how to block abusive users. • I can explain how I would report online bullying on the apps and platforms that I use. • I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline), programmes pretending to be real people.
Managing Online Information	Health, Well-being and Lifestyle	Privacy and Security	Copyright and Ownership
<ul style="list-style-type: none"> • I can use different search technologies. • I can evaluate digital content and can explain how I make choices from search results. • I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence. • I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). • I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'. • I can explain what is meant by a 'hoax'. I can explain why I need to think carefully before I forward anything online. • I can explain why some information I find online may not be honest, accurate or legal. • I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose). 	<ul style="list-style-type: none"> • I can describe ways technology can affect healthy sleep and can describe some of the issues. • I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. 	<ul style="list-style-type: none"> • I can create and use strong and secure passwords. • I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. • I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. 	<ul style="list-style-type: none"> • I can assess and justify when it is acceptable to use the work of others. • I can give examples of content that is permitted to be reused.

Unit Coverage:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Event		Anti Bullying Week	Safer Internet Day			
Themes	Developing Online Safety Guidelines	Social and emotional wellbeing and developing resilience	Responsible internet use	Keeping information safe	Digital citizenship	Playing games and having fun
Rising Stars	We are Year 5 rule writers	We are responsible for our online actions	We are content evaluators	We are protecting our online reputation	We are respectful of copyright	We are game changers
National Online Safety		We are responsible for our online actions NOS online bullying unit.		We are protecting our online reputation. NOS online reputation unit.	We are respectful of copyright. NOS copyright and ownership.	

SMSC:**Spiritual**

- Can the children be reflective about information found online?
- Can the children recognise and respect different points of view?

Moral

- Do the children understand the consequences of online bullying?
- Can the children make choices about which webpages to consider trustworthy?
- Do the children know what to do should they come across something that they are concerned about?

Social

- Do the children understand that what is shared online cannot always be controlled?
- Do the children understand that it is important to have downtime from screens/online activity?

Cultural

- Do the children understand that good online behaviour makes the Internet a more enjoyable and safe for everyone?
- Do the children understand that respect is still required despite the protection of being behind a screen?

British Values:**Democracy**

- Opportunities to share thoughts and opinions in whole class online safety discussions.
- Ensuring all children are aware of how to feel safe online.

Rule of law

- Ensuring that online rules are clear, fair and followed.
- Ensuring that the children realise that there are consequences for breach of online safety rules.

Tolerance of different cultures and beliefs

- Understand the consequences for sharing what could be considered as intolerant opinions online
- Realising that people from all cultures, regardless of their beliefs, are entitled to feel safe online.

Individual liberty

- Opportunities to work online and take responsibility for their online behaviour.
- Ensuring the children know that they can speak to a designated individual if something online makes them uncomfortable.