

# Year 6 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"> <li>I can describe ways in which media can shape ideas about gender.</li> <li>I can describe ways in which media can shape ideas about gender.</li> <li>I can challenge and explain why it is important to reject inappropriate messages about gender online.</li> <li>I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline.</li> <li>I can explain why I should keep asking until I get the help I need.</li> </ul>	<ul style="list-style-type: none"> <li>I can show I understand my responsibilities for the well-being of others in my online social group.</li> <li>I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</li> <li>I can demonstrate how I would support others (including those who are having difficulties) online.</li> <li>I can demonstrate ways of reporting problems online for both myself and my friends.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how I am developing an online reputation which will allow other people to form an opinion of me.</li> <li>I can describe some simple ways that help build a positive online reputation.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</li> <li>I can identify a range of ways to report concerns both in school and at home about online bullying.</li> </ul>
Managing Online Information	Health, Well-being and Lifestyle	Privacy and Security	Copyright and Ownership
<ul style="list-style-type: none"> <li>I can use search technologies effectively.</li> <li>I can explain how search engines work and how results are selected and ranked.</li> <li>I can demonstrate the strategies I would apply to be discerning in evaluating digital content.</li> <li>I can describe how some online information can be opinion and can offer examples.</li> <li>I can explain how and why some people may present 'opinions' as 'facts'</li> <li>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').</li> <li>I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.</li> <li>I can identify, flag and report inappropriate content.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</li> <li>I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).</li> <li>I can explain the importance of selfregulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents ).</li> </ul>	<ul style="list-style-type: none"> <li>I use different passwords for a range of online services</li> <li>I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).</li> <li>I know what to do if my password is lost or stolen.</li> <li>I can explain what app permissions are and can give some examples from the technology or services I use.</li> <li>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate the use of search tools to find and access online content which can be reused by others.</li> <li>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</li> </ul>

**Unit Coverage:**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Event		<a href="#">Anti Bullying Week</a>	<a href="#">Safer Internet Day</a>			
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 online safety ambassadors	We are online safety problem solvers	We are respectful of others	We are safe gaming experts	We will not share inappropriate images	We are safe social networkers
National Online Safety	Managing online information - activity 5 & 6 (fake news)			Online relationships - activity 1 (sharing information)		Health, wellbeing and lifestyle - activity 1 (age restrictions)

**SMSC:****Spiritual**

- Can the children be reflective about information found online?

**Moral**

- Do the children understand the consequences of online bullying?
- Can the children make choices about which webpages to consider trustworthy?

**Social**

- Do the children understand that what is shared online cannot always be controlled?
- Can children use online resources to keep in touch appropriately?

**Cultural**

- How has the media shaped our culture?

**British Values:****Democracy**

- Opportunities to share thoughts and opinions in whole class online safety discussions
- Do children understand online safety rules?

**Rule of law**

- Ensuring that online rules are clear, fair and followed
- Knowing when and how to share information safely and appropriately

**Tolerance of different cultures and beliefs**

- Understand the consequences for sharing what could be considered as 'intolerant opinions' online (links to Euro 2020 racism online)

**Individual liberty**

- Opportunities to work online and take responsibility for their online behaviour.