## PSHE/Computing Dimensions E-Safety Overview Year 4

| Safe Zone Skills Progression (Education for a Connected World skills) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Self-Image and Identity** | **Online Relationships** | **Online Reputation** | **Online Bullying** | **Managing Online Information** | **Health, Well-being and Lifestyle** | **Privacy and Security** | **Copyright and Ownership** |
| I can explain how my online identity can be different to my offline identity.<br><br>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.<br><br>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. | I can describe strategies for safe and fun experiences in a range of online social environments (e.g. **livestreaming**, gaming platforms).<br><br>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.<br><br>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. | I can describe how to find out information about others by searching online.<br><br>I can explain ways that some of the information about anyone online could have been created, copied or shared by others. | I can recognise when someone is upset, hurt or angry online.<br><br>I can describe ways people can be bullied through a range of media (e.g. image, video, text, **chat**).<br><br>I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). | 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.<br><br>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).<br><br>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.<br><br>I can explain why lots of people sharing the same opinions or beliefs online do not | I can explain how using technology can be a distraction from other things, in both a positive and negative way.<br><br>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. | I can describe strategies for keeping personal information private, depending on context.<br><br>I can explain that internet use is never fully private and is monitored, e.g. adult supervision.<br><br>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.<br><br>I know what the **digital age of consent** is and the impact this has on online services asking for consent. | 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.<br><br>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. |

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| | | | | make those opinions or beliefs true.<br><br>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.<br><br>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. | | | |
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| Lesson 1 | | |
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| **Online Relationships & Online Bullying** | Key Vocabulary | |
| **Mission:**<br>**To understand downtime and how we should behave during it**<br>This is the first lesson of the Year 4 Safe Zone where children take on the role of Lieutenant for the year. In this lesson, children look at their 'downtime'. They discuss activities they like to do in their spare time online, the difficulties they could face, and how they should conduct themselves. | downtime<br>hobbies<br>precautions<br>strangers | live-stream<br>friend request<br>add<br>connection |
| Lesson 2 | | |

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| Health, Well-being and Lifestyle | Key Vocabulary | |
|---|---|---|
| **Mission:**<br>**To reflect on screen time and what you access online**<br>In this lesson, children look at the distraction technology can be, from both a positive and negative view. Children will learn about the daily recommended screen time limits and discuss whether they think this is suitable. They will discuss different scenarios around technology as a distraction and decide whether their use is healthy by filling in a Personal Technology Audit. | distraction<br>focus,<br>concentration<br>engrossed | limit<br>screen time<br>technology<br>audit |

## Lesson 3

| Online Reputation & Managing Online Information | Key Vocabulary | |
|---|---|---|
| **Mission:**<br>**To question the validity of online sources of information**<br>In this lesson, children will extend their knowledge of safe searching of the internet by being shown another fake website. This time, they use the Knowledge CHASERS acronym from Year 3 to see if they can check the validity of the information for themselves. They will begin to understand the terms 'fake news' and 'misinformation' and the reasons people might post these. | fake news<br>misinformation<br>fictional<br>factual<br>discerning, | accuracy<br>impersonate<br>informal<br>formal |

## Lesson 4

| Self-Image and Identity | Key Vocabulary | |
|---|---|---|
| **Mission:**<br>**To review online identity.**<br>In this lesson, children will explore the difference between online and offline identities. They will look at sample social media accounts and evaluate whether the example accounts are behaving correctly or not. They will begin to understand the term impersonation and explore the reasons behind why this happens. | violation<br>protocol<br>identity<br>impersonation | pretend<br>public<br>social media<br>implications |

## Lesson 5

| Copyright and Ownership | Key Vocabulary | |
|---|---|---|
| **Mission:**<br>**To create an online portfolio being aware of copyright and ownership.** | portfolio<br>application<br>reuse | Google Sites<br>Microsoft Sway<br>Information |

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| In this lesson, children will build upon their knowledge of copyright and ownership and use this to create an online portfolio application for the role of Captain of the Safe Zone. Children will use the internet safely and discerningly to find images they are able to reuse, being aware of copyright licenses whilst doing so. | digital content sources | publish privacy settings |
|---|---|---|

## Lesson 6

| **Lesson 6 – Privacy and Security** | Key Vocabulary | |
|---|---|---|
| **Mission:**<br>**To create an online portfolio being aware of copyright and ownership.**<br>In this lesson, children will build upon their knowledge of copyright and ownership and use this to create an online portfolio application for the role of Captain of the Safe Zone. Children will use the internet safely and discerningly to find images they are able to reuse, being aware of copyright licenses whilst doing so. | portfolio, application reuse digital content sources | Google Sites Microsoft Sway information publish Privacy settings |

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