PSHE/Computing Dimensions E-Safety Overview Year 5

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 identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context.	I can give examples of technology-specific forms of communication (e.g. **emojis, memes and GIFs**). 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 describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others	I can search for information about an individual online and summarise the information found. 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.	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including **'banter'**) might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users. I can describe the **helpline services** which can help people experiencing bullying, and how to access them	I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result. 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 evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and well- being with regards to technology. 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. I can explain how and why some apps and games may request or take payment for additional content (e.g. **in-app purchases, loot boxes**) and explain the importance of seeking permission from a trusted adult before purchasing.	I can explain what a **strong password** is and demonstrate how to create one. 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. I can explain what app permissions are and can give some examples.	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 and know how this content can be found online.

	(including those who are having difficulties) online.		(e.g. Childline or The Mix).	I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, **pop-ups**, targeted ads. 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**). I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. I can describe how **fake news** may affect someone's emotions and behaviour, and explain why this may be harmful. I can explain what is meant by a '**hoax**'. I can explain why someone would need to think carefully before they share.			

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Lesson 1

Privacy and Security

Mission:
To understand the practice of changing passwords regularly, create strong passwords and understand privacy and permissions

In this lesson, pupils will develop their knowledge of privacy and security by exploring permissions that websites and apps request (and the reasons they do so). Pupils will begin to understand terms and conditions and why it is important to not just blindly tick yes to everything on the internet. They will create new strong passwords containing random letters, numbers and symbols and build upon their knowledge of why it is important to change these regularly.

Key Vocabulary

permissions	profit
data	password
accept	strong
company	special character
money	share
	secure

Lesson 2

Self-Image and Identity

Mission:
To update our avatar for online presence and demonstrate a positive online presence

In this lesson, pupils will learn the difference between copying, modifying and altering information and the reasons why people do this online. They will learn how to ensure they keep their online identity safe, positive, and respectful, ensuring they think about their future when they post anything online. Pupils will then update their online avatars to a more recent likeness of themselves.

Key Vocabulary

copy	identity
modify	avatar
alter	safety
impersonate	security
parody	presence
prank	represent
bully	change
catfish	

Lesson 3

Online Reputation & Managing Online Information

Mission:
Be sceptical and evaluate digital content before taking it as fact

In this lesson, pupils will look at how the internet can be used to influence people, the reason this happens, and how they can be more aware of it. They will develop a knowledge of how companies can influence what you see online by using data

Key Vocabulary

influence,	cookies
commercialism	information
advertising	product placement
sponsor	tailor
promote	developer

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to target posts to audiences, and use paid partnerships, boosted posts, sponsored ads, etc. Pupils will then use their Knowledge CHASERS skills to check the validity of the Safe Zone 'Paid Partnership' with Dog Island.	monetise	fact
		fiction

Lesson 4

Health, Well-Being and Lifestyle	Key Vocabulary	
Mission: **To understand the effect technology can have on our health and well-being both positive and negative** In this lesson, pupils will look at the positive and negative impact technology can have on their health and well-being and will look at steps they can take to look after themselves whilst using tech. Pupils will look at mindfulness and meditation apps or videos to see the positive effect technology can have on their health, well-being, and lifestyle. Pupils will then develop their knowledge of online purchasing and the effect this can have on our health. They will learn about loot boxes and other online offers and why these can be particularly risky.	mindfulness meditation relaxation awareness focus health mental health hormones	support guidance loot box online purchasing chance gambling finance age-appropriate access

Lesson 5

Copyright and Ownership	Key Vocabulary	
Mission: **To understand when online content can be reused and give examples** In this lesson, pupils will learn more about the reuse of content online. They will understand that some content is available to reuse and that some creators actively encourage users to repost their content. Pupils will review the copyright and content sharing guidance of gaming companies and use these to create their own tutorials or information pages.	reuse sharing content ownership,	fair dealing/use breach license guidelines attribution

Lesson 6

Lesson 6 – Online Relationships & Online Bullying	Key Vocabulary	
Mission: **To create an anti-cyberbullying video** In this lesson, pupils will develop their knowledge of cyber-bullying and staying safe online. They will play the Think U Know Band Runner game where they face different online scenarios and must deal with them appropriately. They will then	communication scenario emoji	help advice

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develop their knowledge of online relationships and online Bullying by watching a series of videos and researching using the internet. Finally, they will use this knowledge to create an anti-cyberbullying video for others to watch.	information	trusted adult cyberbullying

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