



# Year 4 eSafety Curriculum

(eSafety is taught through our Computing and PSHE Curriculums)



Unit	Online Safety Coverage	Education for a Connected World
<p>We are Toy Designers (4.2) (Autumn 1)</p>	<p>The pupils again need to think carefully about copyright in sourcing images and other media for their toy prototypes and presentations, or if uploading their own work to the Scratch community. If the pupils do participate in the online Scratch community, they should think through how to do so in a safe and responsible manner, and should obtain their parents' consent. If the pupils link their programs to hardware, they need to take care to work safely with a range of tools and electronic equipment.</p>	<p><b>Copyright and Ownership</b> I can give some simple examples. 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.</p>
<p>Co-authors (4.5) (Autumn 2)</p>	<p>The pupils learn about Wikipedia, considering some strategies for evaluating the reliability of online content as well as the rules and processes that the Wikipedia community has evolved. The pupils develop a shared wiki, thinking carefully about how to do so safely and responsibly, and considering what conduct is appropriate when collaborating on a shared resource.</p>	<p><b>Managing Online Information</b> I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). 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. I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. <b>Copyright and Ownership</b> I can give some simple examples. 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.</p>
<p>Musicians (4.3) (Spring 1)</p>	<p>The pupils need to think about copyright when sourcing audio or publishing their own compositions. They are encouraged to use Creative Commons licensed content if working with others' audio files. There's an opportunity to discuss how copyright relates to music performed in school as well as illegal downloading and sharing of copyrighted music.</p>	<p><b>Health, Well Being and Life Style</b> I can identify times or situations when I might need to limit the amount of time I use technology. I can suggest strategies to help me limit this time. I can explain how using technology can distract me from other things I might do or should be doing. <b>Copyright and Ownership</b> I can give some simple examples. 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.</p>
<p>PSHE Unit Healthy and Safer Lifestyles: Digital Lifestyles (Spring 1)</p>	<p>How might my use of technology change as I get older, and how can I make healthier and safer decisions? How does my own and others' online identity affect my decisions about communicating online? How might people with similar likes &amp; interests get together online?</p>	<p><b>Self-Image and Identity</b> I can explain how my online identity can be different to the identity I present in 'real life'. Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. <b>Online Relationships</b> I can give examples of how to be respectful to others online. I can describe strategies for safe and fun experiences in a range of online social environments.</p>

	<p>Can I explain the difference between “liking” and “trusting” someone online?</p> <p>What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact?</p> <p>When looking at online content, what is the difference between opinions, beliefs and facts?</p> <p>Why is it important to ration the time we spend using technology and/or online?</p> <p>How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it?</p> <p>Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making?</p>	<p><b>Online Reputation</b></p> <p>I can explain ways that some of the information about me online could have been created, copied or shared by others.</p> <p>I can describe how others can find out information about me by looking online.</p> <p><b>Online Bullying</b></p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p> <p>I can identify some online technologies where bullying might take place.</p> <p><b>Health, Well Being and Life Style</b></p> <p>I can identify times or situations when I might need to limit the amount of time I use technology.</p> <p>I can suggest strategies to help me limit this time. I can explain how using technology can distract me from other things I might do or should be doing.</p>
<p>We are HTML Editors (4.4) (Spring 2)</p>	<p>The pupils learn how easy it is to create content for the web. The unit provides an opportunity to address some of the risks of using the web, and how pupils could best keep themselves safe while doing so.</p> <p>They learn how easily web pages can be modified, which provides an opportunity to consider the reliability of web-based content.</p>	<p><b>Managing Online Information</b></p> <p>I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).</p> <p>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.</p> <p>I can explain that some people I ‘meet online’ (e.g. through social media) may be computer programmes pretending to be real people.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</p> <p>I can analyse information and differentiate between ‘opinions’, ‘beliefs’ and ‘facts’. I understand what criteria have to be met before something is a ‘fact’.</p> <p><b>Health, Well Being and Life Style</b></p> <p>I can identify times or situations when I might need to limit the amount of time I use technology.</p> <p>I can suggest strategies to help me limit this time. I can explain how using technology can distract me from other things I might do or should be doing.</p>
<p>Ohbots (Summer 1)</p>	<p>N/A</p>	<p>N/A</p>
<p>Meteorologists (4.6) (Summer 2)</p>	<p>The pupils consider the importance of obtaining and using accurate data for any information-processing work. If the pupils film one another, they need to ensure appropriate permission is obtained and that recordings are made, edited and shown in safe, respectful and responsible ways.</p> <p>The pupils should think carefully about the implications of uploading their films to the school network or to the internet.</p>	<p><b>Copyright and Ownership</b></p> <p>I can give some simple examples.</p> <p>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.</p>
<p>KS2 Acceptable Use Policy</p>		<p>Covers all area of Education for a Connected World</p>

Education for a Connected World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing (Switched On Curriculum)	Copyright and Ownership	Managing Online Information Copyright and Ownership	Health, Well Being and Life Style Copyright and Ownership	Managing Online Information Health, Well Being and Life Style		Copyright and Ownership
PSHE (Cambridge Curriculum)		Online Bullying	Self-Image and Identity Online Relationships Online Reputation Online Bullying Health, Well Being and Life Style			