



Year 5 eSafety Curriculum

(eSafety is taught through our Computing and PSHE Curriculums)



Unit	Online Safety Coverage	Education for a Connected World
<p>Game Developers (5.1) (Autumn 1)</p>	<p>The pupils need to consider copyright when sourcing images or media for their games and/or uploading their own work to the Scratch community site. Searching for content for their games or viewing others' games also offers an opportunity to develop safe search habits. If the pupils participate in the Scratch community, they need to think about what information they can share and how to participate positively in an online community, as well as obtaining parental permission. The pupils might also consider some personal implications of playing games, perhaps including violent computer games.</p>	<p>Managing Online Information 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 miss-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). Health Wellbeing and Lifestyle 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. Copyright and Ownership 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.</p>
<p>Ohbots (Autumn 2)</p>	<p>N/A</p>	<p>N/A</p>
<p>PSHE Unit Citizenship: Rights, Rules and Responsibilities (Autumn 2)</p>	<p>What are the conventions of courtesy & manners and how do these vary? How does my behaviour online affect others & how can I show respect? Why is it important to keep my personal information private, especially online? How can I contribute to making and changing rules in school? How else can I make a difference in school? Are there places or times when I have to behave differently? What are the basic rights of children and adults? Why do we have laws in our country? How does democracy work in our community and in our country? What do councils, councillors, parliament and MPs do? Can I take part in a debate and listen to other people's views?</p>	<p>Privacy and Security 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.</p>

<p>Bloggers (5.5) (Spring 1)</p>	<p>The pupils write content for their own or a shared blog, thinking carefully about what can be appropriately shared online. They consider issues of copyright and digital footprint as well as what constitutes acceptable behaviour when commenting on others' blog posts. The pupils also think about the importance of creating high-quality online content and become more discerning in evaluating content as they review others' blogs. If the pupils' blogs are publicly accessible, it is important that any comments are moderated by their teacher; it is worth discussing with the pupils why the comments should be moderated.</p>	<p>Self-Image and Identity I can explain how identity online can be copied, modified or altered. I can explain how I can represent myself in different ways online. I can demonstrate responsible choices about my online identity, depending on context.</p> <p>Online Relationships I can describe some of the communities in which I am involved and describe how I collaborate with others positively. 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.</p> <p>Online Reputation 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.</p> <p>Online Bullying 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).</p> <p>Managing Online Information 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).</p> <p>Copyright and Ownership 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.</p>
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<p>PSHE Unit Healthy and Safer Lifestyles: Digital Lifestyles (Spring 1)</p>	<p>What are some examples of how I use the internet, the services it offers, and how do I make decisions? What are the principles for my contact and conduct online, including when I am anonymous? How can I critically consider my online friendships, contacts and sources of information, and make positive contributions? How might the media shape my ideas about various issues and how can I challenge or reject these? Can I explain some ways in which information and data is shared and used online? How can online content impact on me positively or negatively? What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these? What are some ways of reporting concerns and why is it important to persist in asking? Can I identify, flag and report inappropriate content?</p>	<p>Self-Image and Identity I can explain how identity online can be copied, modified or altered. I can explain how I can represent myself in different ways online. I can demonstrate responsible choices about my online identity, depending on context.</p> <p>Online Relationships I can describe some of the communities in which I am involved and describe how I collaborate with others positively. 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.</p> <p>Online Reputation 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.</p> <p>Online Bullying 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).</p> <p>Health Wellbeing and Lifestyle 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.</p>
<p>Web Developers (5.4) (Spring 2)</p>	<p>Online safety forms the focus of this unit, with the pupils working collaboratively to develop a website in which they present their own authoritative content on a broad range of issues around the safe and responsible use of technology. In doing so, they consider the reliability and bias of online content, how to contribute positively to a shared resource, and how to use search engines safely and effectively.</p>	<p>Managing Online Information 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).</p> <p>Copyright and Ownership 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.</p>

<p>PSHE Unit Myself and My Relationships: Family and Friends (Spring 2)</p>	<p>What are the characteristics of healthy friendships on and offline and how do they benefit me? How do trust and loyalty feature in my relationships on and offline? What are the benefits and risks of making new friends, including those I only know online? Can I always balance the needs of family & friends & how do I manage this? Can I communicate, empathise & compromise when resolving friendship issues? How can I check that my friends give consent on and offline? How do people in my family continue to support each other as things change? Who are in my networks, on & offline, and how have these, changed and how do we support each other?</p>	<p>Self-Image and Identity I can explain how identity online can be copied, modified or altered. I can explain how I can represent myself in different ways online. I can demonstrate responsible choices about my online identity, depending on context.</p> <p>Online Relationships I can describe some of the communities in which I am involved and describe how I collaborate with others positively. 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.</p> <p>Online Reputation 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.</p> <p>Online Bullying 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).</p>
<p>We are Artists (5.3) (Summer 1)</p>	<p>The unit provides an opportunity to reinforce messages around safe searching and evaluating the quality of online content. If the pupils upload their work for others to see, they should consider the importance of protecting personal information as well as recognising that they are sharing their own copyrighted work with an audience.</p>	<p>Managing Online Information 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).</p> <p>Copyright and Ownership 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.</p>
<p>Architects (5.6) (Summer 2)</p>	<p>The pupils should observe good practice when searching for and selecting digital content. If the pupils choose to locate their 3D models geographically, they should avoid sharing private information. The pupils should think about copyright when adding content to their model or publishing images or videos of their model.</p>	<p>Managing Online Information 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).</p>

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KS2 Acceptable Use Policy		Covers all area of Education for a Connected world

Education for a Connected World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing (Switched On Curriculum)	Managing Online Information Health Wellbeing and Lifestyle Copyright and Ownership		Self-Image and Identity Online Relationships Online Reputation Online Bullying Managing Online Information Copyright and Ownership	Managing Online Information Copyright and Ownership	Managing Online Information Copyright and Ownership	Managing Online Information Copyright and Ownership
PSHE (Cambridge Curriculum)		Privacy and Security	Self-Image and Identity Online Relationships Online Reputation Online Bullying Health Wellbeing and Lifestyle	Self-Image and Identity Online Relationships Online Reputation Online Bullying		