Year 6 eSafety Curriculum

(eSafety is taught through our Computing and PSHE Curriculums)

Unit	Online Safety Coverage	Education for a Connected World
Ohbots (Autumn 1)	N/A	**N/A**
PSHE Unit Healthy & Safer Lifestyles: Healthy Lifestyles (Autumn 1)	How does physical activity help me & what might be the risks of not engaging in it? What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? What are the different aspects of a healthy lifestyle and how could I become healthier? What are the factors influencing me when I'm making lifestyle choices and how might these change over time? What might be the signs of physical illness and how might I respond? What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health? Why are online apps and games age restricted?	**Health Wellbeing and Lifestyle** I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. 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). I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).
Travel Writers (6.5) (Autumn 2)	The pupils take photographs, video and audio recordings on an educational visit. They should do so in accordance with school policy and any regulations of the venue for their visit. They should make sure they have permission if they are photographing a person, and of the landowner if on private property. Pupils learn about geotagging GPS location data in photographs and smartphone tracklogs, and consider the privacy implications of this. Pupils think carefully about what media, metadata and information it is safe, respectful and responsible to share publicly. There is the opportunity in this unit for pupils to use their own smartphones or tablet computers, which should be done in accordance with relevant school policies.	**Privacy and Security** I use different passwords for a range of online services. I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). I know what to do if my password is lost or stolen. I can explain what app permissions are and can give some examples from the technology or services I use. I can describe simple ways to increase privacy on apps and services that provide privacy settings. 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).

PSHE Unit Citizenship: Diversity and Communities (Autumn 2)	How do other people's perceptions, views and stereotypes influence my sense of identity? How do views of gender affect my identity, friendships, behaviour & choices? What are people's different identities, locally and in the UK? How can I show respect to those with different lifestyles, beliefs & traditions? What are the negative effects of stereotyping? Which wider communities & groups am I part of & how does this benefit me? What are voluntary organisations and how do they make a difference? What is the role of the media and how does it influence me and my community? Who cares for the wider environment and what is my contribution?	**Self-Image and Identity** I can describe ways in which media can shape ideas about gender. I can identify messages about gender roles and make judgements based on them. I can challenge and explain why it is important to reject inappropriate messages about gender online. 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. I can explain why I should keep asking until I get the help I need.
Advertisers (6.3) (Spring 1)	The pupils create short advertising videos. They learn the importance of observing school policy in relation to videoing, and the need to obtain consent. They think carefully about the implications of sharing content publicly on sites such as YouTube and consider how such publication would limit what they might include in their advert. They recognise the need to use video search platforms in restricted or education specific modes and bring to mind what they should do if they encounter inappropriate content. They learn to respect the intellectual property rights of others, and the need to observe licence terms for any content they do not create themselves.	**Self-Image and Identity** I can describe ways in which media can shape ideas about gender. I can identify messages about gender roles and make judgements based on them. I can challenge and explain why it is important to reject inappropriate messages about gender online. 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. I can explain why I should keep asking until I get the help I need. **Online Reputation** I can explain how I am developing can online reputation which will allow other people to form an opinion of me. I can describe some simple ways that help build a positive online reputation. **Privacy and Security** I use different passwords for a range of online services. I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). I know what to do if my password is lost or stolen. I can explain what app permissions are and can give some examples from the technology or services I use. I can describe simple ways to increase privacy on apps and services that provide privacy settings. 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). **Copyright and Ownership** I can demonstrate how to make references to and acknowledge sources I have used from the internet. I can demonstrate the use of search tools to find and access online content which can be reused by others.

We are network technicians (6.4) (Spring 2)	The pupils learn about how networks, including the internet, operate. They learn that data transmitted via the internet is not always encrypted. They consider some of the implications for privacy, e.g. their 'digital footprint' associated with using the internet. They become aware of the importance of DNS for safe use of the internet. They have the opportunity to use command line diagnostic tools safely and responsibly. They create posters or other documents to share their knowledge with others.	**Privacy and Security** I use different passwords for a range of online services. I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). I know what to do if my password is lost or stolen. I can explain what app permissions are and can give some examples from the technology or services I use. I can describe simple ways to increase privacy on apps and services that provide privacy settings. 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).
Adventure gamers (6.1) Skills Based (Summer 1)	Pupils learn to program a simple text-based adventure game in Python. It's important that pupils do not have admin privileges on their computers as Python can be used to provide access to shell/operating system commands. An alternative is to use the trinket.io online Python interpreter: the pupils need to observe terms and conditions and the usual precautions about not sharing information publicly. If the pupils base their games on published stories, they need to show respect for intellectual property in those works.	
PSHE Unit Myself and My Relationships: Anti Bullying (Summer 1)	Can I explain the differences between friendship difficulties and bullying? Can I define the characteristics and different forms of bullying? How do people use technology & social media to bully others and how can I help others to prevent and manage this? What do all types of bullying have in common? Might different groups experience bullying in different ways? How can people's personal circumstances affect their experiences? How does prejudice sometimes lead people to bully others? Can I respond assertively to bullying, online and offline? How might bullying affect people's mental wellbeing and behaviour? How and why might peers become colluders or supporters in bullying situations? Can I identify ways of preventing bullying in school and the wider community?	**Online Relationships** I can show I understand my responsibilities for the well-being of others in my online social group. I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). I can demonstrate how I would support others (including those who are having difficulties) online. I can demonstrate ways of reporting problems online for both myself and my friends. **Online Reputation** I can explain how I am developing can online reputation which will allow other people to form an opinion of me. I can describe some simple ways that help build a positive online reputation. **Online Bullying** I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. I can identify a range of ways to report concerns both in school and at home about online bullying.
Publishers – Creating a Yearbook (6.6) (Summer 2)	The pupils create a school magazine or yearbook. They consider carefully the implications of including photographs of pupils in their work, recognising that typically names would not be used in captions and that they should have permission to publish any pictures they use. They respect school policies and relevant legislation. They also recognise that intellectual property exists in other pupils' work and that this should be respected, so include such excerpts only with permission. They also learn that sensitive personal information should not be included in publications such as these, thinking carefully about what this means in practice.	**Privacy and Security** I use different passwords for a range of online services. I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). I know what to do if my password is lost or stolen. I can explain what app permissions are and can give some examples from the technology or services I use. I can describe simple ways to increase privacy on apps and services that provide privacy settings. 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). **Copyright and Ownership** I can demonstrate how to make references to and acknowledge sources I have used from the internet. I can demonstrate the use of search tools to find and access online content which can be reused by others.

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