Online Safety Provision Map (Year 6)

Activity	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Assembly	**Online Reputation** • I can explain how I am developing an 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.	**Anti-Bullying Week Assembly**	**Safer Internet Day Assembly (Whole school)**	**Managing Online Information** • I can use search technologies effectively. • I can explain how search engines work and how results are selected and ranked. • I can demonstrate the strategies I would apply to be discerning in evaluating digital content. • I can describe how some online information can be opinion and can offer examples. • I can explain how and why some people may present 'opinions' as 'facts'. • I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). • I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important. • I can identify, flag and report content.	**Health, Well-being 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).	**Copyright and Ownership** • I can demonstrate the use of search tools to find and access online content which can be reused by others. • I can demonstrate how to make references to and acknowledge sources I have used from the internet.
Topics to cover	**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.	**Online Bullying (Being Safe)** • I can use the Rights Respecting Articles to discuss my right to safety. • I can give examples of words which can express concern for myself or others. • I can identify the right words to use for different situations.	**Safer Internet Day**	**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).	**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	**Internet Safety & Harms** • Negatives – trolling and abuse etc. • How online actions affect others. • How to report concerns and get support.

	• 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.	• I can identify where I can go for help if I am concerned about my own or another's safety. • I can describe the roles that people in school, the wider community and online have to help people stay healthy and safe. • I can explain how my responsibility to keep myself and others safe is changing as I become more independent. • I can recognise they I am not yet solely responsible for this and that adults I know well and trust are also responsible. • I can explain my responsibility to report things that mean I or others may not be safe. • I can explain what will happen if I do seek help. • I can give examples of different ways of asking for help or support (including online), including appropriate websites or helplines, as well as people they know and trust. • 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.		• 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.	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).	
Theme Weeks	Halloween – What cobwebs do you have lurking on your social networking sites?	Anti-bullying week (Stop, Speak, Support – Anti-Cyberbullying Day)	Safer Internet Day Class sessions Newsletter item		April Fool's Day – Use critical thinking to spot online gimmicks and fake news stories. Mental Health Awareness Week – Digital Wellbeing	World Friendship Day

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Partnership with Parents/Carers	Half termly Online Safety paragraph in school newsletter	Termly Online Safety newsletter	Half termly Online Safety paragraph in school newsletter	Termly Online Safety newsletter	Half termly Online Safety paragraph in school newsletter	Termly Online Safety newsletter