## **Online Safety Provision Map (Year 6)**

# PSHE Links (Linked to Education for a Connected World)



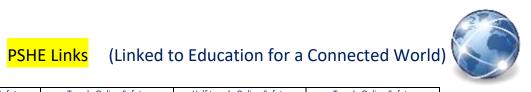
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Autumn 1 Online Reputation I can explain how I am developing an online reputation which will allow other people to form an opinion of me. I can describe some simple ways that help build a positive online reputation.	Autumn 2 Anti-Bullying Week Assembly	Spring 1 Safer Internet Day Assembly (Whole school)	<ul> <li>Managing Online Information</li> <li>I can use search technologies effectively.</li> <li>I can explain how search engines work and how results are selected and ranked.</li> <li>I can demonstrate the strategies I would apply to be discerning in evaluating digital content.</li> <li>I can describe how some online information can be opinion and can offer examples.</li> <li>I can explain how and why some people may present 'opinions' as 'facts'.</li> <li>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').</li> <li>I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and</li> </ul>	Summer 1 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).	Summer 2 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.
<ul> <li>Self-Image and Identity</li> <li>I can describe ways in which media can shape ideas about gender.</li> <li>I can identify messages about gender roles and make judgements based on them.</li> <li>I can challenge and explain why it is important to reject inappropriate messages</li> </ul>	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	<u>Safer Internet Day</u>		<ul> <li>Privacy and Security         <ul> <li>I use different passwords for a range of online services.</li> <li>I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).</li> <li>I know what to do if my password is lost or stolen.</li> </ul> </li> </ul>	Internet Safety & Harms Negatives – trolling and abuse etc. How online actions affect others. How to report concerns and get support.
	<ul> <li>Online Reputation         <ul> <li>I can explain how I am developing an online reputation which will allow other people to form an opinion of me.</li> <li>I can describe some simple ways that help build a positive online reputation.</li> </ul> </li> <li>Self-Image and Identity         <ul> <li>I can describe ways in which media can shape ideas about gender.</li> <li>I can identify messages about gender roles and make judgements based on them.</li> <li>I can challenge and explain why it is important to reject</li> </ul> </li> </ul>	Online Reputation       Anti-Bullying Week Assembly         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.         I can describe some simple ways that help build a positive online reputation.       Online Bullying         I can describe ways in which media can shape ideas about gender.       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Theme Weeks	<ul> <li>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.</li> <li>I can explain why I should keep asking until I get the help I need.</li> </ul>	<ul> <li>I can identify where I can go for help if I am concerned about my own or another's safety.</li> <li>I can describe the roles that people in school, the wider community and online have to help people stay healthy and safe.</li> <li>I can explain how my responsibility to keep myself and others safe is changing as I become more independent.</li> <li>I can recognise they I am not yet solely responsible for this and that adults I know well and trust are also responsible.</li> <li>I can explain my responsibility to report things that mean I or others may not be safe.</li> <li>I can explain my responsibility to report things that mean I or others may not be safe.</li> <li>I can give examples of different ways of asking for help or support (including appropriate websites or helplines, as well as people they know and trust.</li> <li>I can describe how to capture bullying content as evidence (e.g. screengrab, URL, profile) to share with others who can help me.</li> <li>I can identify a range of ways to report concerns both in school and at home about online bullying.</li> </ul>	Safer Internet Day	<ul> <li>I can demonstrate how I would support others (including those who are having difficulties) online.</li> <li>I can demonstrate ways of reporting problems online for both myself and my friends.</li> </ul>	<ul> <li>permissions are and can give some examples from the technology or services I use.</li> <li>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</li> <li>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).</li> </ul>	World Friendship Day
	you have lurking on your social networking sites?	Speak, Support – Anti- Cyberbullying Day)	Class sessions Newsletter item		thinking to spot online gimmicks and fake news stories. Mental Health Awareness Week – Digital Wellbeing	



## Online Safety Provision Map (Year 6)

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