

Online Safety Provision Map (Year 4)

PSHE Links

(Linked to Education for a Connected World)



Activity	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Class Assembly</u>	<u>Online Reputation</u> <ul style="list-style-type: none"> I can describe how others can find out information about me by looking online. I can explain ways that some of the information about me online could have been created, copied or shared by others. 	<u>Anti-Bullying Week Assembly</u>	<u>Safer Internet Day Assembly (Whole school)</u>	<u>Managing Online Information</u> <ul style="list-style-type: none"> I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. 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. 	<u>Health, Well-being and Lifestyle</u> <ul style="list-style-type: none"> I can explain how using technology can distract me from other things I might do or should be doing. 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. 	<u>Copyright and Ownership</u> <ul style="list-style-type: none"> 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 use it. I can give some simple examples.
<u>Topics to Cover</u>	<u>Self-Image and Identity</u> <ul style="list-style-type: none"> I can explain how my online identity can be different to the identity I present in 'real life'. I can describe the right decisions about how I interact with others and how others perceive me. 	<u>Privacy and Security (Being Safe)</u> <ul style="list-style-type: none"> I can explain what the term 'privacy or private' means. I can identify things / times when people might want or need to keep it private (personal information, medical information, passwords, bank details, photographs etc.). 	<u>Safer Internet Day</u>	<u>Online Relationships</u> <ul style="list-style-type: none"> I can describe strategies for safe and fun experiences in a range of online social environments. I can give examples of how to be respectful to others online. 	<u>Online Bullying</u> <ul style="list-style-type: none"> I can identify some online technologies where bullying might take place. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why I need to think carefully about how content I post 	<u>Internet Safety & Harms</u> <ul style="list-style-type: none"> Being a discerning user of information. Being aware of accuracy. Misleading information.

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		<ul style="list-style-type: none"> I can explain why it is important to respect privacy. I can describe ways people can keep privacy in different contexts (including online). I can recognise what happens when a privacy may need to be broken and when this would be important. I can explain what a strong password is. I can describe strategies for keeping my personal information private, depending on context. I can explain that others online can pretend to be me or other people, including my friends. I can suggest reasons why they might do this. I can explain how internet use can be monitored 			might affect others, their feelings and how it may affect how others feel about them (their reputation).	
<u>Theme Weeks</u>	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
<u>Partnership with Parents/Carers</u>	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