

Online Safety Provision Map (Year 5)

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>	<p><u>Online Reputation</u></p> <ul style="list-style-type: none"> 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. 	<u>Anti-Bullying Week</u>	<u>Safer Internet Day Assembly (Whole school)</u>	<p><u>Managing Online Information</u></p> <ul style="list-style-type: none"> 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><u>Health, Well-being and Lifestyle</u></p> <ul style="list-style-type: none"> 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><u>Copyright and Ownership</u></p> <ul style="list-style-type: none"> 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.

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Topics to cover	Online Relationships	Self-Image and Identity	Safer Internet Day	Online Bullying	Privacy and Security	Internet Safety & Harms
	<ul style="list-style-type: none"> • I can suggest ways that someone may behave differently online and why. (e.g. more confident, say what they think, make comments, share enhanced photos etc.) • I can recognise that images on social media can be digitally enhanced or manipulated. • I can identify how images can be altered in different ways and why. • I can identify how these behaviours can influence someone's view about a person, a group of people or themselves. • I can recognise how these behaviours might make someone feel about themselves or their own life. • I can recognise some consequences of behaving differently online. • I can explain why someone might pretend to be someone they are not. • I can identify behaviours which might attract unwanted friends. • I can suggest ways to keep myself safe and what I can do if I don't feel safe. • 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 	<ul style="list-style-type: none"> • I can explain how identity online can be copied, modified or altered. • I can demonstrate responsible choices about my online identity, depending on context. 		<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can explain what 'age restricted' means. • I can give examples of what apps and games have an age restriction on them. • I can explain why some apps and games may have an age restriction on them. I can suggest why using some apps and games that are not age appropriate may be harmful. • I can explain why rationing time spent online is a good thing. • I can describe how the use of electronic devices can affect my lifestyle, health and wellbeing. (such as quality of sleep, loneliness, communication skills, physical activity levels, mental health issues such as body image and addiction, viewing age restricted content which could have a negative effect on health and behaviour etc.) • I can identify positive electronic device user habits to help maintain health and wellbeing. (such as switching their phone off at night etc.)

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	<p>contributions and be part of online communities.</p> <ul style="list-style-type: none"> I can describe some of the communities in which I am involved and describe how I collaborate with others positively. 					
<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)	<p>Safer Internet Day</p> <p>Class sessions Newsletter item</p>		<p>April Fool’s Day – Use critical thinking to spot online gimmicks and fake news stories.</p> <p>Mental Health Awareness Week – Digital Wellbeing</p>	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