

Online safety scheme of work: Porter Croft

	<u>Lifestyle & Health Well-being,</u> Mental Health, Identity, Stereotypes, Medical Information	<u>The Social Web Social</u> Media, Gaming, Friendships, Bullying, Reputation	<u>Protecting Ourselves</u> Sexual content, Consent, Control, Meeting Strangers Online and in Real Life, Images	<u>Commercial Risks</u> Money, Privacy, Personal Information, Copyright, Online Security	<u>News & Information</u> The Media, Digital Literacy, Verifying Content
FS2	<p>Autumn 1 L1: Presentation: Getting Enough Sleep Watch: Why is Sleep Important?</p> <p>Why do we need to get enough sleep?</p> <ul style="list-style-type: none"> ● We won't get sick as often ● We will be less tired ● We will grow properly ● We will remember more ● We will be happier <p>Activity: Getting Enough Sleep "Why do we need to go to sleep?" Children decide why sleep is important Children discuss the pictures and stick in the ones that they think are correct</p> <p>Autumn 2: L2 - Choosing what to do online</p> <p>Understand that we need to decide which games to play and what to watch</p>	<p>Spring 1: S1 - Communicating Online</p> <p>Understand that we can communicate online.</p> <p>Spring 2: S2 - Feeling Safe Online</p> <p>Understand what to do when they see something that makes them feel unsafe or confused online.</p> <p>Summer 1: S3 - Personal Information</p> <p>Understand that some information is private, and shouldn't be shared, especially amongst people you don't know that well.</p>	<p>Summer 2: P1 - Online Friends</p> <p>Understand that it is easy to hide your identity online</p> <p>Understand that it is important to be kind online</p>	N/A	N/A

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Y1	<p>Autumn 1: L1 - Screen Time 90 minutes (recommended)</p> <p>Understand that we all need to have a healthy balance of online and offline activities</p> <p>Understand that some online activities can be detrimental to our mental health</p>	<p>Spring 1: S1 - Personal Information 40-60 minutes (depending on activity choices)</p> <p>Understand why we shouldn't share personal information</p> <p>Understand how to keep our personal information private and safe when we are online</p>	<p>Spring 2: P1 - Online Strangers 50 minutes</p> <p>Understand that people on the internet are not always who they say they are, and may have malicious intentions.</p>	<p>Summer 1: C1 - Passwords 30 minutes</p> <p>Understand why we need passwords</p>	<p>Summer 2: 1 - Content Creators 70 minutes</p> <p>Understand that anybody can put things online</p> <p>Recognise the difference between truth and fiction</p> <p>Understand that things online are often not true</p> <p>Become more familiar with the term 'Fake News'</p>

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Y2	<p>Autumn 1: L2 - Choosing what to do online</p> <p>70 minutes Understand that we must decide what to do and not do online</p>	<p>Spring 1: S3 - Communicating Online</p> <p>50 minutes Give examples of how they might use technology to communicate with others they don't know well</p> <p>Understand what information we share with people who we don't know</p>	<p>Spring 2: P2 - Feeling uncomfortable online 50 minutes</p> <p>Understand that there are inappropriate images and text on the internet</p> <p>Understand what to do if they see anything that makes them feel uncomfortable</p> <p>Spring 2: P3 - Searching Safely 30 minutes Understand how to search safely</p>	<p>Summer 1: C2 - What is the internet?</p> <p>60 minutes</p> <p>Understand the basics of what the internet is</p> <p>C3 - Accepting Messages 10 minutes</p> <p>Understand that computer viruses can damage our computers, phone and tablets</p> <p>Short activity: Included in Summer 1 if possible or use as a start to a P4C or ICT lesson.</p>	<p>Summer 2: N2 - Scary News</p> <p>30 minutes</p> <p>Understand that what children see/hear online can upset them</p>

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Y3	<p>Autumn 1: L1 - Screen Time 90 minutes</p> <p>Understand that the amount of time we spend and the activities that we do online can affect our well-being.</p>	<p>Spring 1: S1 - Friendship Online 90 minutes</p> <p>Identify how to be kind in online social environments</p> <p>Understand that peer pressure can make us do inappropriate or unkind things</p> <p>Understand that friends should behave in a certain way, whether they are online or offline</p>	<p>Spring 2: P1 - Online Strangers 90 minutes Understand that people on the internet are not always who they say they are, and may have malicious intentions</p>	<p>Summer 1: C1 - Advertising 30 minutes Understand that websites use our age to target advertisements at us</p> <p>Summer 1: C2 - Personal Information 90 minutes Have a more thorough and sophisticated understanding of personal information</p> <p>Understand that websites store a lot of our information</p> <p>C5 - Passwords 30 minutes Understand that secure passwords are important, and consider how to make them strong</p>	<p>Summer 2: N1 - Digital Media Become more digitally literate by being able to analyse digital content</p>

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Y4	<p>Autumn 1: L2 - Sleep 60 minutes</p> <p>Understand that getting enough sleep is related to our mental health</p> <p>Autumn 2: L3 - Deciding what is appropriate 30 minutes</p> <p>Understand that not everything on the internet is appropriate for children</p> <p>[Links well with lesson in “News and Information” section: “Understand that websites use our age to target advertisements at us” because adverts can be inappropriate content, and children may experience these from a young age]</p>		<p>Spring 2: P2 - Sharing Online 30 minutes</p> <p>Understand that we must keep our personal information safe</p>	<p>Summer 1: C3 - Copyright 60-80 minutes Understand that Copyright means that it can be illegal to use other people’s music, videos, images and words</p> <p>Summer 1: C4 - Suspicious Messages Understand that computer viruses can be sent via email, message and from files downloaded from the internet</p> <p>Understand that people’s motivations are often financial, and that if it sounds too good to be true, then it probably is</p> <p>Understand the need to question messages that you receive</p> <p>C5 - Passwords 30 minutes Understand that secure passwords are important, and consider how to make them strong</p>	<p>Summer 2: N2 - Media Bias Understand that not everything they read is true or without bias Understand that bias can mislead readers, and that there are multiple perspectives to many stories</p> <p>Summer 2: N3 - Verifying content and echo chambers</p> <p>Understand how different groups have their own motivations, often based around commercial or ideological reasons</p> <p>Understand how social media tends to limit the number of opposing views that we encounter.</p>

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Y5	<p>Autumn 1: L1 - Social Media Anxiety Understand that social media can exert pressure on us, by making us feel jealous or insecure about our own lives</p> <p>Understand that images and videos. that we see online are not always a true reflection of reality</p> <p>Autumn 2: L2 - Self Esteem 120 minutes Understand that people can feel under pressure to behave in certain ways, because of their bodies and gender</p> <p>Understand that self-esteem and confidence can affect how we behave online 'L2 and L5 complement each other and should be taught in same term if possible.</p> <p>Begin to understand the motivations of the health industry and their advertising and media coverage</p> <p>L5 - Online Stereotypes 90 minutes Understand that we are often exposed to stereotypes in the media, which can affect the way that we see ourselves and other people</p> <p>Understand that stereotypes are sometimes used in the online world and that these are often unfair or discriminatory.</p>	<p>Spring 1: S1 - Control and Consent 90 minutes Understand that social media comes with pressure</p> <p>Understand that we have a significant amount of control over our online lives</p> <p>Understand that our actions/lack of actions can have an impact on ourselves and those around us</p>	<p>Spring 2: P1 - Protecting our identity 40 minutes Understand that our personal information is valuable, sensitive and private to us</p> <p>Understand that giving away personal information can lead to both physical and emotional damage</p> <p>Understand that many small details can be pieced together to gain a much more comprehensive set of information about a person</p> <p>P2 - Protecting images of us online 40 minutes Understand that once images are on the internet, we have less control over them</p> <p>Understand that the Internet Watch Foundation do have the power to take down images of children, if they are inappropriate, but that this is hard to do</p> <p>Understand that they have a legal right to control pictures of their bodies</p>	<p>Summer 1: C1 - Online advertisements and money on the internet 90 minutes Understand how money is made on YouTube and other video websites</p> <p>Understand how advertising on the internet allows people to make money from your clicks</p> <p>C2 - Personal Information, Terms and Conditions Understand that our personal information can be used to make money and target us with advertising</p>	<p>Summer 2: N1 - Analysing Digital Media Become more digitally literate by being able to analyse digital content</p> <p>N2 - Bias 50 minutes Is everybody biased? Understand that not everything they read is true or without bias Understand that bias can mislead readers, and that there are multiple perspectives to many stories.</p> <p style="text-align: center;">Strand 1 Communicating: Text and Images N3 – Can be taught as part of normal Computing Unit in Computing lessons. N3 - Fake News 120 minutes Understand that it is easy to edit images using computers, which can make it hard to tell the difference between truth and fake-news</p> <p>1.3/1.5 Posters (extend learning) / Online tools [2PublishPlus] PPT remove background tool to make fake news poster.</p>

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Y6	<p>Autumn 1: L3 - Inaccurate Health Information 60 minutes Become familiar with positive health messages Recognise inaccurate health information</p> <p>Autumn 2: L4 - Digital 5-a-Day 90 minutes Recognise that our identities are defined by both our online and offline activities Understand that the online world creates unique issues, which can affect our self-image, mental health and identity</p> <p>Spring 1: L6 - Game ratings 40 minutes Understand why age ratings on movies and games are important.</p>	<p>Spring 1: S2 - Social Media and Cyberbullying 60 minutes (Must teach lesson).</p> <p>Understand that people sometimes behave online, in a way that they would not in real life Know a range of strategies to deal with online abuse.</p>	<p>Spring 2: P3 - Unhealthy Attention Understand that attention can be both healthy and unhealthy</p> <p>P4 - Meeting online strangers Understand that there are dangers online for younger people Recognise some of the signs of online danger (There are no set activities for this unit is an 11-minute video with key questions to discuss. Could be used for start to ICT lesson.</p>	<p>Summer1: These units only contain recommend activities.</p> <p>C3 - Passwords Understand that we can make ourselves safer online by adjusting privacy settings and that secure passwords can keep our information safe</p> <p>C4 - Copyright (revision) Understand what copyright is, and why it exists</p> <p>C5- In-app purchases and credit card information Understand that “In-app Purchases” spend real money Realise that children can run up large bills by purchasing games and “In-App Purchases” without realising it.</p>	<p>Summer 2: N4 -Verifying information online 120 minutes (Including all activities)</p> <p>Understand that information can be untrue</p> <p>Understand that there are ways of spotting and checking this information</p> <p>N5 - Echo Chambers Understand how different groups have their own motivations, often based around commercial or ideological reasons</p> <p>Understand how social media tends to limit the number of opposing views that we encounter</p>