Online Safety Scheme of work – Year 6

Links to the 2014 Primary National Curriculum for Computing.

- Respectfully and responsibly; recognise acceptable/unacceptable behaviour.
- Identify a range of ways to report concerns about content and contact.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Learning Objectives	Teaching Points / Activities	Mastery Questions	Suggested Resources
		Online Research	
To evaluate and analyse the safety and reliability of a website.	Establish that anyone can put information on the internet. It is not necessarily correct or true. Establish that people deliberately put false information on the internet to mislead people, particularly about celebrities or items in the news. Explore a mixture of spoof and real websites. Investigate whether the websites contain fact, fiction or opinion. Children to feedback to the class on what they found out about websites they investigated and what evidence led them to believe it was based on fact, fiction or opinion.	Who can put information on the internet? Does all information have to be correct if it is on the internet? How do you know whether the website is correct or not?	http://zapatopi.net/treeoctopus/ - spoof website http://zapatopi.net/belgium/ - spoof website http://hoaxes.org/ - website of hoaxes http://www.bbc.co.uk/newsround/38906931 - what is fake news?

To know how to find reliable sources of information on the internet.	Establish that putting quotation marks around a search will make the search engine look only for that specific information. Teach how to search for reliable information by checking a range of sources (websites) for the same information, to help clarify whether the information is correct – link to homework. Explore and evaluate whether a web address can indicate whether a source is reliable.	What should you do if you want to search for specific information?

Why did you like that website? Would you recommend it to a friend? If not, why not? | Whilst using the internet to research around areas of a class topic, children to take not on what websites they like and how they are user friendly. Children to feed back to the class to direct other children toward useful and reliable websites. http://www.bbc.co.uk/guides/zt9thyc - evaluating content and being critical. |
| To explain how a search engine works. | What is meant by a search engine? What do you think the purpose of a search engine is? How are search engines a large part of everyday life? | | http://www.bbc.co.uk/guides/ztbjq6f - how do search engines work (website to research) Children to choose how to record an explanation of how search engines work. |
| <div align="center">Communication & Collaboration</div> | | | |
| To communicate safely with friends online.

To identify what is safe when using social networking sites.

To identify who is trustworthy on social networking sites. | Establish that there are a range of methods for communicating with others electronically, which are all part of modern life. Determine how to decide who is safe to talk to online. Teach that it is only safe to be friends with people you know in real life – establish what is meant by real life. Teach children to always ask a trusted adult if they are unsure about who to be friends with. | Who is it safe to be friends and communicate with online? | https://www.youtube.com/watch?v=rmagbhMC24U – who to have as a friend online https://www.youtube.com/watch?v=y-k4q6V7ERc – not everyone is who they say they are on Facebook https://www.youtube.com/watch?v=ecr6OJmT3Mg – making friends on the internet and keeping details/profiles private

Possible Homework – look at your own accounts, delete strangers and feedback. |

To recognise the dangers of communicating with strangers online. We are learning to recognise the dangers of meeting online friends	Encourage children to openly discuss who they communicate with online. Elicit form children what is meant by peer pressure. Teach that it is not ok to become friends with someone online just because your friend is and they think that you should. Teach children that it is easy for untrustworthy people to steal photographs of children to pose as other people. Teach children to never give out personal information. Teach children how to block communications form strangers.	If an online friend sends you 'their picture,' does this mean that you know them and can communicate with them or even agree to meet up?	https://www.youtube.com/watch?v=bxcFyVL1Oh0 – some people aren't who they say they are online https://www.youtube.com/watch?v=kgCNGvL0q1q – talking to and meeting strangers online
To recognise the dangers of communicating with strangers whilst gaming online.	Teach children that through playing older games, they could expose themselves to inappropriate images and communications.	Is it ok to talk to strangers during online games? What could the dangers of this be? Why are age ratings important?	http://www.bbc.co.uk/cbbc/curations/stay-safe - "What happens when you lie about your age online?"
To explain what is meant by cyber bullying.	Elicit from children what is meant by cyber/online bullying. Establish that you should treat others how you would treat them in the real world. Establish ways to know who is not trustworthy online and how to be trustworthy.	How should we behave when communicating with others online? Are people always honest when online? Why is it easier for people to be unkind or tell lies online?	http://www.bbc.co.uk/cbbc/quizzes/cyberbullying-quiz?collection=stay-safe – quiz - identifying what makes a cyber bully

To learn how to respond to and combat cyber bullying.	Teach children to block and report the bully and save or screen shot all of the messages. They will then have the evidence to share with a trusted adult e.g. parent/teacher/police. Establish that unlike in the real world, cyber bullying can be much more upsetting as the bully can contact you at any time or in any place.	How can you deal with cyber bullying if it happens to you or your friend? How can cyber bullying make people feel compared with bullying in the real world?	https://www.internetmatters.org/issues/cyberbullying/learn-about-it/ - information about cyber bullying – good for adults and children https://www.youtube.com/watch?v=WegCMoQ-UNs – example of cyber bullying and how to stop it http://www.bbc.co.uk/cbbc/findoutmore/cyber-bullying-top-tips - cyber bullying top tips

E-Awareness

To understand what is meant by private information. To keep private information safe.	Establish what private information is. Teach children to always check first with a trusted adult.	Does private information include photographs? Is it possible to accidentally give away personal information through a photograph? E.g. school uniform or location? Would you share your personal information with a stranger in the street? What should you do if a website or game asks for your personal information?	https://www.youtube.com/watch?v=GHW6O3Mf0qE – One Direction Parody Song – Who did you share your details with? As a class, come up with a list of personal information and top tips on keeping it safe.
To understand what can happen to private information, including videos, when shared online.	Teach that photographs could be saved or copied by someone else who plans on misusing them. E.g. embarrassing photographs could be used by bullies. Encourage children to not post pictures that they would not be happy for their parent to see.	Would you want people you did not know having photographs of you? Is it possible that people who were your friends could do upsetting things with your photographs?	https://www.youtube.com/watch?v=kwcL-VP3FYc – sharing photos online https://www.youtube.com/watch?v=5iAodD2heks – posting pictures online Write a top tips leaflet for sharing photographs responsibly. Write a letter to someone else to explain how to share photographs responsibly.

PC 2017

To know what happens to photographs that are posted online.			
To know the importance of privacy settings on social media and how to use them.	Teach how to use privacy settings on a range of social media websites.

Teach children that privacy settings will mean that your profile and posts will only be seen by your friends and not strangers. New friends that you meet will still be able to find your name and profile picture. | How can you use social media, but still keep your private information safe?

What are the advantages of having privacy settings on your profile?
Are there any disadvantages? | https://www.youtube.com/watch?v=Ig4_8faENUg – Facebook privacy settings
https://www.youtube.com/watch?v=slTyL6UOF_Q – Snap Chat privacy settings
https://www.youtube.com/watch?v=1cCkrGZNOdM – Twitter privacy settings
https://www.youtube.com/watch?v=LHe9IoSr9iU – Instagram privacy settings
http://www.bbc.co.uk/cbbc/curations/stay-safe"Protect thy privacy settings"
Encourage children to set up 'support buddy' network, where outside of school, children plan to support their buddy's with checking and improving privacy settings. Children could later feedback to the class. Children could teach their parents. |
| We are learning to know the importance of age ratings on games and websites. | Teach children that games have age ratings to prevent children from being exposed to images and language that is too old for them. Encourage children to discuss with parents what games they have and whether they are suitable. | Why do games have age ratings? What can happen when children play games with older age ratings? | Children to identify age ratings for games and possible consequences of playing games they are not old enough for. |