Fleecefield Primary School E-safety Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	**Online bullying** **Online relationships**	**Managing information**	**Self-image** **Online reputation**	**Privacy and security**	**Copyright and ownership**	**Well-being**
Composite knowledge	differences between bullying and banter ways to report concerns and access support both in school and at home how to report posts, images, videos and photos on the different platforms, apps and games that they use appropriate use of technology specific communication	limitations of technology search the importance of scepticism when presented with online content strategies to evaluate online content how online content may be commercially promoted the impact of fake news the features of hoaxes	ways in which online identify can be modified reasons why online identity might be different from real life impact of changing identity online responsible choices about online identity strategies to search for information about an individual online ways that information about	strategies for creating strong passwords importance of having strong passwords risks posed by not protecting accounts and information online type of data apps or services may share with others reasons for apps or services to share private information with others features of app permissions	the meaning of copyright strategies to use copyrighted material fair uses of copyright work examples of copyrighted content the importance of public domain content the consequences of copyright law	effect of technology on health and well-being technology strategies that have benefit to sleep strategies to manage technology before bedtime benefits and risks of accessing information about health and well-being online the validity of online content about health and well-being

	how online communication can cause harm ways to support others online		anyone online can be used by others to make judgments			the benefits and risks of in-app purchases
Intentional knowledge they need to understand (Component knowledge)	explain why bullying is different from banter identify ways to report concerns and access support both in school and at home describe how to block abusive behaviour on different platforms explain why appropriate use of technology depends on circumstance and context	identify how certain tools may influence and limit search results explain what being sceptical means and why it is important when presented with online content identify features of reliable or unreliable content (including review, validity, facts or opinions) Understand that some online content may be commercially promoted.	identify how online identity can be copied modified or altered give positive reasons why someone might change their online identity give negative reasons why someone might change their online identity give examples of choices to make about online identity demonstrate how to search information about	demonstrate how to create a safe password explain why it is important to use a strong password identify the risks of people accessing our online content identify types of data apps or services may collect understand why apps or services may read and share private information understand how privacy settings allow apps permission to	understand what is copyright work describe when it is ok to use copyright material describe the fair use of copyrighted work identify examples of copyrighted content describe what public domain content is identify the consequences of not following copyright laws	identify ways in which technology may affect our health (e.g. sleep) positively and negatively give examples of apps/ technology that you can use to help your sleep name strategies to manage technology before bedtime explain the benefits and risks of accessing information about health and well-being online evaluate the validity online content about

	describe what is meant by harm and how it can happen online describe what I can do to support others who are struggling online	understand how fake news may affect people's behaviour and emotion describe the features of hoaxes	an individual effectively understand that information about individuals can be used by other s make judgements	access information		health and well-being identify the benefits and risks of in-app purchases
National Curriculum KS2 (skills)	<u>Pupils should be taught how to:</u> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<u>Pupils should be taught how to:</u> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<u>Pupils should be taught how to:</u> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<u>Pupils should be taught how to:</u> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<u>Pupils should be taught how to:</u> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<u>Pupils should be taught how to:</u> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
vocabulary	bullying-abusive-block-report-helpline services-	reliability-validity-influencers-sponsorships-promoted content-hoax	online identity-reputation-judgement-search engine-accuracy	geolocation-sharing-data-password-valuable-privacy settings	copyright-fair use-ownership-public domain	well-being-health- in-app purchases- loot boxes

Links to prior knowledge	Online bullying in previous years Online relationships in previous years	Managing information in previous years	**Self-image** **Online reputation**	**Privacy and security**	**Copyright and ownership**	**Well-being**
Key knowledge for assessment	How do you know that something is not banter? How would you report online bullying at home? What about at school? And why might someone not tell an adult if they are being bullied? How can you block abusive behaviour from a platform or game? Is an emoji or a gif the best way to	Do some devices/apps give 'better' search results than others? Can you give an example? What does it mean to be sceptical? Why should you be sceptical when you see content online? How would you know if a piece of evidence is reliable? Why may companies use	How might someone change their identity online? What does a positive online identity look like? What does a negative online identity look like? How can someone's online identity impact others, both positively and negatively? What responsible choices should you make when creating and managing your online identity?	What is a strong password - how would you know? Why do we use passwords? (What do they keep safe?) What can happen if people access our online (password protected) information? What type of information can apps collect when you use them? why is this information valuable?	What is copyright? What do you need to do before you use copyrighted material? What is fair use of copyright material? Can you give an example of copyrighted content? if a content is 'public domain' what does it mean? What can happen if you use a song that you did not create on your content?	What might happen if you use technology before going to bed? Can you give examples of apps that you can use to help you sleep? What can you do to help you manage technology before you go to sleep (e.g. *(Bedtime reminders/calmer activities/dimming screens/timing limiters/night shift mode)*? When you research information online, how do you know if the content is trustworthy?

communicate with someone if you are having an argument? Why not? How could you communicate instead? What is harm? How could this happen online? What things can you do to help support others online? Do people always report online incidents? How could you support this?	influencers or vloggers to promote their products? Why might people post fake information online and how may it affect people? What is a hoax and how can it be spread?	Have you ever searched for yourself? What information did you find? How can organisations use the information available about you to make judgements about you? Is that information always accurate?	Why do apps ask for permission to access information/device features?		What do people need to consider when searching for health information online? Who should they always talk to? Why should you always ask for permission before making purchases online (within apps)?

Cross-curricular links	PSHE- online relationships RSHE- online relationships	PSHE -Year 5 PSHE plan.docx Computing- Year 4 Computer systems, networks and WWW English: persuasive strategies in writing	PSHE-self-image / reputation/misrepresentation/stereotypes	Geography- human activities and profits Maths- money	English: referencing	English: persuasion techniques Computing: algorithms , selection
Resource						https://drive.google.com/drive/folders/15flmzhKvj3OKFksep8-7zCXNHdmHvoWl?usp=drive_link