



## Fleecefield Primary School E-safety Year 5

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

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

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

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

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|  | <p>communicate with someone if you are having an argument? Why not? How could you communicate instead?</p> <p>What is harm? How could this happen online?</p> <p>What things can you do to help support others online? Do people always report online incidents? How could you support this?</p> | <p>influencers or vloggers to promote their products?</p> <p>Why might people post fake information online and how may it affect people?</p> <p>What is a hoax and how can it be spread?</p> | <p>Have you ever searched for yourself? What information did you find?</p> <p>How can organisations use the information available about you to make judgements about you? Is that information always accurate?</p> |  | <p>Why do apps ask for permission to access information/device features?</p> | <p>What do people need to consider when searching for health information online? Who should they always talk to?</p> <p>Why should you always ask for permission before making purchases online (within apps)?</p> |
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| <b>Cross-curricular links</b> | PSHE- online relationships<br>RSHE- online relationships | <a href="#">PSHE -Year 5 PSHE plan.docx</a><br><br>Computing- Year 4 Computer systems, networks and WWW<br><br>English: persuasive strategies in writing | PSHE-self-image / reputation/misrepresentation/stereotypes | English: referencing  | Geography- human activities and profits<br><br>Maths- money | English: persuasion techniques<br>Computing: algorithms , selection   |
| <b>Resource</b>               |  |  |  | <a href="https://projectevolve.co.uk/toolkit/resources/years/5/copyright-and-ownership/">https://projectevolve.co.uk/toolkit/resources/years/5/copyright-and-ownership/</a> |   | <a href="https://drive.google.com/drive/folders/15flmzhKvj3OKFksep8=:7zCXNHdmHvoWI?usp=drive_link">https://drive.google.com/drive/folders/15flmzhKvj3OKFksep8=:7zCXNHdmHvoWI?usp=drive_link</a> |