



Brindley Heath Academy Online Safety Scheme of Work



National curriculum in England – Online Safety links with Computing

Purpose of study

Computing ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The national curriculum for computing aims to ensure that all pupils:

- Are responsible, competent, confident and creative users of information and communication technology.

Subject content - Key Stage 1

Pupils should be taught to:

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Subject content - Key Stage 2

Pupils should be taught to:

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



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Online Safety Overview - Adapted from SWGfL

<https://digital-literacy.org.uk/curriculum-overview.aspx/>

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 3	Passwords	Online Community Communication Online	Communication Online	Showing Respect Online	E-mail Communication
Year 4	Online identity Communication Online	Being a digital citizen online Communication Online	Cyberbullying	Keywords	Digital Citizens
Year 5	Strong Passwords	Social Media Communication Online	Online Presence Communication Online	Online Time/Gaming Communication Online	Online Community/Digital Citizens Communication Online
Year 6	Talking Safely Online Communication Online	Privacy Rules/Social Media Communication Online	Online Time/Gaming Communication Online	Cyberbullying	Stereotypes

**Brindley Heath Academy
Online Safety
Year 5**

Area of Online Safety	Learning Objectives	Teaching Activities	Resources
Privacy and Security	I understand the need to protect my passwords	<p>Lesson 1 – Strong passwords</p> <p>Starter What are the positives and negatives of the internet? Create a list on the IWB and discuss.</p> <p>Main What do we use passwords for? Create a list on the IWB. Why do we need to protect our passwords? Why do we need strong passwords? What do you think makes a weak password? Give a range of passwords to table groups, children to rank them in order of strength. Suggest changes which will make them more secure/stronger, e.g. letters, numbers, upper/lower case, symbols.</p> <p>Children to use the following websites to have a go at creating strong passwords: https://howsecureismypassword.net/ http://rumkin.com/tools/password/passchk.php</p> <p>Plenary Children to share strong passwords they have created (not personal ones they will use!)</p>	<p>IWB</p> <p>Passwords</p> <p>Websites</p>
Area of Online Safety	Learning Objectives	Teaching Activities	Resources
Privacy and Security Self-Image and Identity Relationships and Communication Internet Safety	I understand how to stay safe online	<p>Lesson 2 – Social Media</p> <p>Starter Children to work in table groups to complete the mind map, 'What are the dangers online?' Share some ideas and give children the opportunity to share what they already know.</p> <p>Main Activity 1 – Minimum Ages on Social Media Without discussing any ages, give the children the sheet about minimum ages for certain social media sites. Ask them to spend 5 minutes filling this in independently. Discuss the children's answers.</p> <p>Then display the PowerPoint showing the minimum ages. When each logo displays ask how many children use that form of social media? Do any of these age ratings surprise the children?</p> <p>Activity 2 Show children the following video (this is the same as the video for your year group assembly): https://www.youtube.com/watch?v=o8auwnJtqE Discuss the children's thoughts about the video. Children to discuss the questions asked in the video, e.g. Would you hang up personal pictures of yourself in a public place for everyone to see?</p> <p>Children to produce a set of instructions for staying safe online. http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/ Share the website as an example of some rules. Can you think of any others? Which do you think is the most important rule and why?</p>	<p>IWB</p> <p>PowerPoint</p> <p>Mind Map</p> <p>Minimum ages sheet</p> <p>Video</p> <p>Safety net kids website</p> <p>Picture for plenary</p>

		<p>Plenary Give all children the same picture. Explain that this is a picture you uploaded to social media and the children holding the picture are your 'friends' on social media. Then tell the children that you no longer want the picture to be on social media so you will delete it. Rip up the picture and throw it in the bin. What do the children notice? Explain that just because you take something off the internet does not mean it has been completely removed – it is still held by others. What message can the children take from this?</p>	
Area of Online Safety	Learning Objectives	Teaching Activities	Resources
<p>Creative Credit & Copyright</p> <p>Information Literacy</p> <p>Self-Image and Identity</p>	<p>I can understand what is meant by our online presence</p>	<p>Lesson 3 – Online Presence</p> <p>Starter Mind map 'Online Presence' on the IWB to understand what children already know.</p> <p>Main Watch https://www.youtube.com/watch?v=zrFpHAGCkm0 How did his online presence affect him? How was his online presence created?</p> <p>Ask all the children to fill in their personal information on the given template and swap with a partner. Explain that this is real information that they uploaded online (to a game or a social media website) and the children holding the facts are your 'friend' online. Then tell the children that you no longer want the information to be online so you will delete it. Swap back, rip up the information and throw it in the bin. What do the children notice? Explain that just because you take something off the internet does not mean it has been completely removed – it is still held by others. What message can the children take from this?</p> <p>Plenary Create a list of dos and don'ts on the IWB relating to online presence.</p>	<p>IWB</p> <p>Video</p> <p>Personal information template</p>
Area of Online Safety	Learning Objectives	Teaching Activities	Resources
<p>Relationships and Communication</p> <p>Self-Image and Identity</p> <p>Privacy and Security</p> <p>Internet Safety</p>	<p>I understand the need to balance online time</p>	<p>Lesson 4 – Online Time/Gaming</p> <p>Starter How do you spend your online time? Create a list on the IWB and discuss. Discuss with the children that gaming is one way that the majority of them spend part of their online time doing.</p> <p>Main Activity 1 – Minimum Ages on online games Display the PowerPoint showing the minimum ages for online games. Before revealing the age, gather the children's thoughts. How many children play each game? Do any of these age ratings surprise the children?</p> <p>Activity 2 Watch https://www.bbc.com/ownit/take-control/gaming-when-to-take-a-break?collection=gaming Do any of the class relate to any of the children in the video? What do they think about the amount of time the boys spend on gaming? What were the problems mentioned with spending too much time on online games? Create a list of positives and negatives of gaming on the IWB.</p> <p>Look at the IWB page about 'How do I know if I have a problem?' and discuss.</p> <p>Children to work in pairs to create a list of rules for balancing online time.</p>	<p>IWB</p> <p>PowerPoint</p> <p>Video</p>

		<p>Plenary Share the rules pairs have come up with.</p>	
Area of Online Safety	Learning Objectives	Teaching Activities	Resources
<p>Relationships and Communication</p> <p>Self-Image and Identity</p>	<p>I understand the need to promote a positive online community</p>	<p>Lesson 5 – Online Community/Digital Citizens</p> <p>Starter Discuss the following questions as a class: What is a community? What are some communities that you are part of? What is an expectation? What expectations do we have for being part of our classroom community? Why do we want our communities to have these kinds of behaviour expectations?</p> <p>Main Ask the children, Are you part of any online communities? What are you part of? E.g. online games, social media, virtual worlds etc. Make a list of similarities and differences between offline and online communities on the IWB.</p> <p>Define the key vocabulary term 'digital citizen'. Explain that as members of online communities, your class is going to outline the kinds of expectations you all have for being good digital citizens. Divide the class into small groups of two or three children. Distribute copies of the digital citizens pledge children handout, one per small group. Review the expectations outlined on the pledge as a whole group. Ask the children to brainstorm for five minutes in their small groups about additional expectations that they feel are important for an online community. Have them fill in the last two speech bubbles on the handout. The group then needs to sign the pledge. Teacher to keep this for future reference.</p> <p>Plenary Children to create a motto for their class community.</p>	<p>WB</p> <p>Digital Citizen Pledge</p>