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.

Brindley Heath Academy Online Safety Scheme of Work

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 3

Area of Online Safety	Learning Objectives	Teaching Activities	Resources
Privacy and Security	**I understand the need to develop powerful passwords**	**Lesson 1 – Passwords** **Starter** What are the positives and negatives of the internet? Create a list on the IWB and discuss. **Main** Strong passwords are an essential part of cybersecurity, of protecting oneself from online threats and attacks. You need strong passwords to protect your computer (and other internetenabled devices), and a different strong password for each online account or activity (email, IM, social networking, banking, gaming etc). A strong password will be a mix of upper and lower case letters and numbers. Some sites will allow you to choose symbols as well. A password should never be a name or date of birth, or a dictionary word. Typically a password will need to be eight to fourteen characters long. Using ciphers or secret codes is a good strategy for personal password management. As a class, go through the Perfect Passwords Q & A on the IWB. Children to use the following websites to have a go at creating strong passwords: https://howsecureismypassword.net/ http://rumkin.com/tools/password/passchk.php Use the Perfect Passwords checklist to rate their passwords. **Plenary** Children to share strong passwords they have created (not personal ones they will use!)	IWB Websites Desktops/ Laptops/iPads Perfect Password Checklist
Area of Online Safety	**Learning Objectives**	**Teaching Activities**	**Resources**
Relationships and Communication	**I understand how the internet connects us to others**	**Lesson 2 – Online Community** **Starter** Ask the children, what is the internet? What do we use it for? Gather ideas on IWB. **Main** Activity 1 Show the concentric circles on the IWB and establish the centre stands for 'me'. Look at the second circle and discuss that because this circle is the closest one to them, this circle should contain the people they are closest to in their lives. (You may wish to take this opportunity to make sure children understand the two possible meanings of the word close.) This would include family members, close friends, and other people who are important to them. Have them focus on people they see in person in their daily lives. Label the circle "My Family and Friends." For the outer circle, encourage children to think about other people who are not as close to them but are still part of their lives. Again, encourage them to think of people they sometimes meet in person. Write down and save their responses. Sample responses: • Teachers • Classmates • Members of afterschool groups or clubs • Members of sports teams • Members of their places of worship • Librarians • Doctors • Shopkeepers • Neighbours Then label the outer circle "My Community."	IWB Concentric Circles Plain paper

Give children time individually to complete the concentric circles using the template provided.

Activity 2
Distribute A4/A3 paper. Define the Key Vocabulary term community, and explore the concept that people also have a community of people they connect with online. Invite children to think of any people they connect with online by using email with the help of a parent or other adult. Then invite them to think of people they would like to connect with online. Explain that as they get older and use the Internet more and more, these people will make up their online community. This online community could include people they see in person, like those on the list they created as a class in Teach 1. It could also include people they seldom or never see in person, such as relatives and friends who live in another state or country.

Encourage children to use A4/A3 paper to list all of the people and places they connect with or would like to connect with on the Internet. Instruct children to use lines to connect themselves to all the people in their online community. Tell them that the lines represent connections through the Internet. Even though these people might be in different places, they are connected through invisible connections. Then encourage them to think about people who might communicate with one another, and draw lines to connect them as well. For instance, they might draw a line between their grandpa and mum to show that they communicate, even if they live far away from one another.

Plenary
Display children' maps and invite volunteers to use them to explain how computers connect people in their neighbourhood. Help children understand how the connections they have drawn help illustrate the definition of Internet.

Area of Online Safety	Learning Objectives	Teaching Activities	Resources
Information Literacy	**I can identify reliable sources online**	**Lesson 3 – Reliable sources online** **Starter** Mind map the word 'reliable'. After this, look up the meaning using a dictionary. **Main** Watch https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smartcrew/chapter2 Watch https://www.bbc.com/bitesize/clips/zw8mtfr -An explanation of the reliability of websites and ways that you can check their information for accuracy. An example of the population of Australia is used. If you check a few different websites and they all say the same thing, it is most likely to be true. Websites found at the top of a search are often more popular but not always the most useful. It is worth checking the date that the website was written, who wrote it and whether it appears to be biased. Teachers could ask the children to answer some questions about a topic that they are studying. Children can look for the answers using a search engine. Try to choose questions that produce different answers depending on the website. For example, if you search for when the computer was invented or how tall Henry VIII was, the search engine produces a range of answers. Which one do they think is the most reliable or accurate? **Plenary** Discuss websites/sources children found to be reliable.	IWB Videos Websites Questions relating to current topic

Area of Online Safety	Learning Objectives	Teaching Activities	Resources
Relationships and Communication	**I understand how to show respect online**	**Lesson 4 – Showing respect online** **Starter** Define the word, 'respectful'. What are some examples of how to be clear and respectful to others when you are talking in school? What would happen if it was okay to say mean things to other people? What would happen if we didn't take turns talking, or if we were allowed to shout in class? **Main** Watch https://www.youtube.com/watch?v=GHnwpKVMeK8 Invite children to recount what they saw in the video. (A girl sent three of her friends the same text message. She was trying to be friendly, but they read the tone of her text message the wrong way.) Have children say the three different text messages aloud. They should say Alexa's message (which includes the sad face emoticon) in a soft and disappointed tone. They should say David's message (which includes exclamation marks) in an excited and enthusiastic tone. They should shout Evan's message (which is written in all caps) in an angry tone. Encourage children to think about the difference between hearing a sentence said aloud and seeing it typed. Children should understand that when a sentence is typed, the tone isn't always obvious. People miss out on communication cues, like seeing facial expressions and body language, or hearing the way a voice sounds. In pairs, children to complete the Check Before You Send activity. **Plenary** Pairs to read out their edited emails.	IWB Videos ==Check Before You Send Activity==
Area of Online Safety	**Learning Objectives**	**Teaching Activities**	**Resources**
Relationships and Communication	**I understand how communicate effectively by e-mail**	**Lesson 5 – Email communication** **Starter** Show a Venn diagram on the IWB with one circle labelled 'Email' and the other 'Letters'. Complete and discuss as a class. Explain that email is a popular way to send messages to one another digitally. If a person has an email account, that person can send and receive emails through the Internet. Tell children that, as a class, they are going to explore how writing emails and writing letters are similar, as well as different. **Main** In pairs, children to look at the 'You've Got Mail' handout. Ask children to compare the similarities and differences between the letter and the email. Differences could include: • The addresses in the headers look different. The email shows an email address (username@email provider/organization), but the letter shows a street address. • The greeting in the email is more casual. • In the email, you can see the time it was sent. • The email has a subject line (what the message is about), but the letter does not. • The signature on the letter is handwritten. In the email, the signature is electronic. (And email signatures can include more than just a name, such as a title, contact information, a quote or image). **Plenary**	IWB Videos ==You've Got Mail Handout==

		What are some ways that letters and emails are similar? What are some ways that letters and emails are different? When editing both emails and letters, what are some things you should double-check?	