Online Safety Summer Overview

		Year 3	Year 4	Year 5	Year 6
	Strand	Self-Image and Identity	Online Relationships	Online Reputation	Online Relationships
Week 1	**Objective**	I can explain ways in which someone might change their identity depending what they are doing online (eg gaming, using an avatar, social media) and why.	I can explain how content shared online my feel unimportant to one person but may be important to other people's feelings and beliefs.	I can search for information about an individual online and summarise the information found.	I can explain how sharing something online may have an impact either positively or negatively.
	Task	Definition of 'identity' and how it can be represented online. How someone's identity may change their identity to suit a purpose – for example in gaming.	Sorting 'respect' vocabulary. Discussion of online scenarios and how people's feelings should be considered.	Discussion of how search engines differ and introduction of the child-friendly search engine 'swiggle.org.uk'. Children research a different celebrity and compare their online reputation to their reality.	Discussion about what is shared online. Teaching of the 'Event + Response = Outcome' (O+R=O) mind-set.
	Strand	Online Relationships	Online Reputation	Online Relationships	Online Reputation
Week 2	**Objective**	I can explain what it means to 'know someone' online and why this might be different to knowing someone offline.	I can describe how to find out information about others by searching online.	I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	I can explain the ways in which anyone can develop a positive online reputation.
	Task	Clarification of the terms 'online' and 'offline'. Game of who they really know following the PPT	Discussion about the information that is already online about each child. Working through	What is 'support'? When may they need support? How can they support their friends online? How	Discussion about which information is suitable to be shared online. Through examples,

		slides. Activity completing their who they really know concentric circles task.	scenario cards to consider how content may be online and how if makes people feel.	and when to report. Scenario discussions.	learning how people will judge you based on your online behaviours and the information you share.
Week 3	**Strand**	Privacy and Security	Online Bullying	Privacy and Security	Online Bullying
	Objective	I can describe simple strategies for creating and keeping passwords private.	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat)	I can explain what a strong password is and demonstrate how to create one.	I can describe how to capture bullying content as evidence to share with others who can help me.
	Task	Discussion of what makes a safe password. Creation of password tumblers (it suggests individual ones, but it may be best to work in pairs/small groups). How to store passwords safely.	Discussion about types of bullying. Identifying how devices are used to bully.	Clarification of what makes a strong password. Analysis of multiple online sources by being 'data detectives'. What should be public and what should be kept private?	Discussion of what to do if you are being bullied online and how to capture content.
Week 4	**Strand**	Managing Online Information	Managing Online Information	Managing Online Information	Managing Online Information
	Objective	I can demonstrate how to use key phrases in search engines to gather accurate information online.	I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.	I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.	I can describe the difference between online misinformation and dis-information.

	Task	Clarification on what autocomplete is and how it may not give us the suggestion we'd like. How to use key words to refine our searches.	Clarification of facts, opinions and beliefs.	Discussion of the terms 'hoax' and 'fake news'. PowerPoint shows a manipulated image and why people are persuaded to share it.	Distinguishing between misinformation and dis-information and how this may appear online.
	Strand	Copyright and Ownership	Health, Well-being and Lifestyle	Copyright and Ownership	Health, Well-being and Lifestyle
	Objective	I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	I can explain how using technology can be a distraction from other things, in both a positive and negative way.	I can assess and justify when it is acceptable to use the work of others.	I can assess and action different strategies to limit the impact of technology on health.
Week 5	**Task**	Clarification of the difference between the Internet and the World Wide Web. Discussion of who the content on the World Wide Web belongs to. Scenario cards to discuss and possible consequences.	Choosing one 'Life' and one 'Tech' card pairing. Does the pair go together positively or negatively? Children record one positive and negative pairing in writing/pictures.	Explanation of the term 'copyright'. Children will then learn what a county court hearing is. Scenarios can then be acted out, with children playing the crucial roles, and judgements made.	Discussion about how technology use can have a negative impact on health. Creation of an action plan to prevent/reduce this negative impact.