**PSHE/C Curriculum – Year 2 Summer Term 2**

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| **Theme: E-Safety – Me and My Online Identity** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| • 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.  PSHE/C Objectives;  1. To be able to talk about my identity both in real life and online.  2. To know what information I can use to create a safe online profile.  3. To be able to design their own online space.  4. To be able to recognise when something they see or hear online makes them feel uncomfortable.  5. No Outsiders – Can I join your club? To welcome different people | | **Keyword** | **Definition** | **Keyword** | **Definition** | | The National Curriculum statements for E-safety are as follows:  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.  As children’s experience of life widens, they will encounter an increasing number of contexts in which they need to have the skills to keep safe and this includes staying safe when using technology. Being safe online and behaving responsibly are important aspects of using the Internet and online technologies effectively. BECTA states that ‘*Terms such as e-safety, online, communication technologies, and digital technologies refer to all fixed and mobile technologies that children may encounter, now and*  *in the future, which allow them access to content and communications that could raise issues or pose risks to their wellbeing and safety’*. | |
| identity | a person’s name and other facts about who they are | personalising | you change something or add to it the way you like it so that it is individual to you | |
| common | the same in a lot of places or for a lot of people | sixth-sense | an instant feeling about a situation – an ability that some people believe they have that seems to give them information without using the five senses of sight, hearing, touch, smell or taste | |
| unique | being the only existing one of its type or, more generally, unusual, or special in some way | network of support | trusted adults that you can speak to if you’re feeling sad, worried or upset (adults that can help you) | |
| profile | someone’s online space that they can use to meet on and chat with others | safety circles | a circle of friends, family and trusted adults that are close to you and can help keep you safe | |
| nickname | a pretend name that is used instead of a real name | uncomfortable | not feeling comfortable – instead feeling discomfort, unease or awkwardness (knowing something isn’t right) | |
| club | an organization of people with a common purpose or interest, who meet regularly and take part in shared activities | background | a simulated environment that you use to personalize an online space | |
| shared interests | a hobby or topic that you and another person (or people) are both interested in | special qualities | positive attributes or traits that a person shows in their character (e.g. being kind) | |
| report | inform/tell someone in authority about something wrong that has been done | safety button | a button you can press online if you need help because you see or read something that makes you feel worried, upset or comfortable | |
| **Prior Learning (Year 1)**  The children in year 1 looked at the importance of developing a healthy lifestyle, focussing particularly on how to create a healthy, balanced diet and why physical activity is essential. They also looked at other areas such as sleep, dental hygiene and handwashing, building on what the children already learnt during the Foundation Stage unit. Children learnt about the Eatwell guide and developed their understanding  of why it is important to eat a range of foods, including at least five portions of fruit and vegetables each day. Children looked at how to make a healthy choice when they are given opportunities to do so by adults. Children were encouraged to make healthy  choices which would benefit their health, growth and energy levels. | | | | **Future Knowledge (Year 3)**  In year 3, children will explore a range of factors which contribute to a healthy lifestyle,  including healthy eating, physical activity, sleep and use of free time (including using electronic devices safely). Children will revisit the Eatwell Guide and use it to plan healthy, balanced meals. Children will learn about the physical and mental benefits of regular exercise and will consider the relationship between physical activity and nutrition. They will  develop an awareness of factors which influence people’s food choices and think about the benefits to our health of different kinds of food. They will be encouraged to think about the wider meaning of a healthy lifestyle, including sleep, dental hygiene, leisure activities and emotional health and wellbeing. Children are made aware of their own capacity to make healthy choices and are encouraged to reflect on and take responsibility for their own lifestyles. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. To be able to talk about my  identity both in real life and  online. | * Understand what identity means * Know that everyone has their own identity - i.e. there are things which we have in common with other people but that we are all unique. * Able to share some facts about themselves - this could include one of their interests, how many siblings they have and what they like to eat for dinner. * Understand how we know things about each other and how we get this information (i.e. we talk to one another, we share our news, our likes and dislikes, we can see each other and what we all look like and we know a bit about each other’s families). * Recognise the difference between speaking and sharing information in real life and speaking and sharing information on the computer, PlayStation/Xbox or iPad/tablet * Understand that some people we talk to online might not be who they say they are and know that we should be careful how much information we share with them * Know what kinds of things we could tell someone online. * Identify which information would be ‘safe to share’ * Identify which information would ‘not safe to share’ * Understand the importance of a safe online identity – using the video resources from the ThinkuKnow website – either Hector’s World Episode 1 or Lee and Kim’s Adventure – Animal Magic   Steps to Success:   * Able to share information with someone without giving away personal details * Describe how we know things about each other * Understand that we should keep our information safe when using technology | | | | | • sharing  • listening respectfully to others’ ideas and opinions  • turn-taking  • communicating effectively with others | |
| 2. To know what information  I can use to create a safe  online profile. | * Able to create a fairy tale profile about an imaginary character e.g. Snow White * Identify which information about them is safe to share online. * Understand which information about them would not be safe to put online – using yes and no card activity * Able to choose their own favourite character from a book, film, fairy tale etc. * Identify three things that are safe to write online. * Identify which things are not safe to write online * Creating your first profile * Explore features of an identity image – using Starz learning platform * Understand that Starz is where people can upload a picture that other people will use to recognise them when they send messages or chat online. * Understand ways which they would present themselves online and what kind of picture they would use in order to do this. * Recognise whether it is safe or not to put a photo of themselves online * Understand that it is appropriate to draw a face, a logo, a picture or a pattern but never to use a photograph. * Understand how to create their own personal identity image online using Paint to design a picture * Understand how it is not appropriate to use pictures taken from Google, or from a website on the internet as it is not a photograph they have taken themselves. * Know that if it is not their picture or a photo they have taken themselves then they do not have permission to use it on their page. * Understand what a nickname is * Identify whether or not it is safe to use their real name online and give reasons for their answer. * Know that websites can be used to chat with their friends e.g. Moshi Monsters website or the Club Penguin website * Know that it is unsafe to use their real name online * Understand that it is unsafe to chat with people they can’t see when online * Understand that it is unsafe to talk to people that they don’t know when online * Identify reasons why they can’t use their real name online * Understand that they need to use a nickname instead of their real name online to help them stay safe * Know what a nickname is * Recognise that people choose all sorts of different nicknames: it might be their initial and a colour, or their pet’s name, or a number with a name, a shortened or lengthened version of their surname or a famous name mixed with their own name. * Able to create their own nickname based on their own ideas, for example, their likes and dislikes   Steps to Success:   * Able to say what sort of information I can use online * Know how to create a safe online profile * Able to design an image for my online profile * Able to choose a suitable nickname to use online | | | | |
| 3. To be able to design their own  online space. | * Identify features of their bedroom * Able to suggest areas they might talk about such as the posters or pictures they might have, cushions or beanbags, a duvet cover with a character on, wall stickers, wallpaper or a certain paint colour. * Able to describe different features of a bedroom – and explain how to make their bedroom their own space * Understand the process of personalising their own online space. * Understand the process of choosing a background for a test profile space * Able to create their own online space by choosing a background   Steps to Success:   * Able to talk about how my bedroom shows some of the things I like by how it is decorated and the things that are in it * Able to choose how my Starz page looks * Able to make my online space show something about me which is safe to share | | | | |
| 4. To be able to recognise  when something they see or  hear online makes them feel  uncomfortable. (4.1 – 5.2) | * Identify one thing that makes them feel safe - complete the sentence stem: I feel safe when... or Something that makes me feel safe is... * Understand what is a ‘sixth-sense’ and how they can use it * Able to identify how and when to use their own sixth-sense – using activities **3.1 and 4.2** from the PS 1/2 Personal Safety unit (see below) * 3.1 – Recognise what makes a good friend - using the sentence stem: One of my friends is my friend is my because... * Understand what ‘shared interests’ means - e.g. ‘Shared Interests’ means ‘liking the same things’. * Understand what ‘special qualities’ means * Organise ‘what makes a good friend’ answers (post-it notes) into the correct place – shared interests or special qualities - For example “Bella is my friend because we always play football together at playtime” would go under ‘Shared Interests’ and “Jarred always cheers me up if I get hurt” would go under ‘Special Qualities.’ * 4.2 – Understand which trusted adults are in their own Network of Support * Able to create their own Network of Support – (*acknowledge that some people may not feel they want to put anyone they live with on their thumb, and that is ok. These networks should not be sent home, left in trays where they could be seen by family members or displayed publicly. Children should be able to access their Networks of Support*). * Understand what ‘Safety Circles’ are * Able to create their own Safety Circle * Identify one or more person they could talk to if they see or hear something online which makes them feel uncomfortable. * Know that they could show whatever they have seen online to this person/people (from their network of support) and then discuss what to do next. * Understand what ‘safety buttons’ online are * Recognise what various safety buttons which appear on different websites might look like * Know how to use a safety button to report something they feel uncomfortable about when they are online   Steps to Success:   * Able to give examples of things that make me feel safe * Aware of my sixth sense and know that I should trust it * Able to suggest feelings someone might have when they see or hear something new online * Identify who is in my Safety Circle * Know that I can talk to people in my Safety Circle if I see or hear something which makes me feel uncomfortable * Recognise tools such as safety buttons I can use to help keep safer online | | | | |
| **No Outsiders**  5. Additional Learning- Can I join your club? | * Know what different means * Understand that we are all different * Able to name ways that we are different * Understand that we have friends that are different * Know that we don’t leave people out | | | | |