**PSHE/C Curriculum – Year 4 Summer Term 2**

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| **Theme: E-Safety – Me and My Online Identity** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| Key Stage 2 pupils should be taught to:  • Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.  PSHE/C Objectives:  1. - To understand there are things they can do to keep themselves as safe as possible.  and  - To know about and be able to describe and review their current online activity.  2. To know how to access help when something they see or hear online makes them feel uncomfortable.  3. To know, explore and understand the SMART rules for keeping safe online.  and  - To apply their understanding of the SMART rules to their own online presence.  4. To be able to communicate rules and strategies for keeping safe online to others.  and  -To understand what they have learned and be able to share it with others.  5. No Outsiders – Additional Learning – Julian is a Mermaid | | **Keyword** | **Definition** | **Keyword** | **Definition** | | The National Curriculum statements for E-safety are as follows:  Key Stage 2 pupils should be taught to:  • Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.  Other Links - Computing | |
| safe | feeling comfortable, happy and secure | SMART rules | a set of rules created by Childnet to help children stay safe online (Safe, Meeting, Accepting, Reliable, Tell)  \**more information can be found on the Childnet website* | |
| technology | methods, systems, and devices which are the result of scientific knowledge being used for practical purposes - most electronic devices e.g. iPads/tablets,Xbox/PlayStation, Laptop/Computers and Phones) | communicate | to share information with others by speaking, writing, moving your body or using other signals | |
| data | information, especially facts or numbers, collected to be examined and considered and used to help decision-making | trouble-shoot | to problem-solve a situations and think of all the risks involved | |
| communicate | in a system for dividing things according to appearance, quality etc – a type of a group of things having some features that are the same | unique | being the only existing one of its type or, more generally, unusual, or special in some way | |
| specific | clearly defined and identified - relating to one thing and not others: particular | appropriate | suitable or right for a particular situation or occasion | |
| social networking sites | websites online that allow you to connect with other people and communicate with them | identity | a person’s name and other facts about who they are | |
| CEOP report button | a special button on some websites that you can click if you are feeling worried, scared or upset about something that you see – allows children to access safe websites that are suitable for them | audience | an audience is a person – or group of people – reading a text, listening to a speech, or watching something e.g. an advertisement or a film  (thinking about language, style, layout and organisation) | |
| **Prior Learning (Year 3)**  The children in year 3 looked at the range of factors which contribute to a healthy lifestyle, including healthy eating, physical activity, sleep and use of free time. Building on the work they have done in year one. They revisited the Eatwell Guide and used it to plan healthy, balanced meals. They learnt about the physical and mental benefits of regular exercise and considered the relationship between physical activity and nutrition. They learnt the benefits to our health of eating different kinds of food. They  were encouraged to think about the wider meaning of a healthy lifestyle, including sleep, dental hygiene, leisure activities and emotional health and wellbeing. Children were given the opportunity to plan and prepare healthy snacks and/or meals. Children were made aware of their own capacity to make healthy choices and encouraged to reflect on and take responsibility for their own lifestyles. | | | | **Future Knowledge (Year 5)**  In year 5, the children will look at a range of physical and mental aspects of healthy living. They will begin by focusing particularly on healthy eating and physical activity, building on work from year 3. Children will look in a wider context of understanding that our behaviour, routines and choices all contribute to a healthy lifestyle. This encourages children to think more widely about choices others make in relation to a balanced diet and exercise, as well as applying it directly to their own lives. Children will learn about the different substances food  contains, including nutrients and their benefits, and will consider ways of achieving an energy balance which helps them to stay healthy and be active. They will learn about the signs of physical illness and how they might respond. They will also consider the benefits and risks to  their physical and mental health when spending time online, and how to manage these, as well as learning about why age restrictions are in place, and how they can make safer choices. Children will reflect on what influences their decisions about their lifestyles and will consider which are useful influences and which could lead us to make choices which are less healthy. They will consider how these influences might change as they move on to secondary school and become older. They will be encouraged to take responsibility for their own healthy lifestyle and make healthy decisions as well as considering how they would advise others sensitively. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. - To understand there are  things they can do to keep  themselves as safe as possible. and  - To know about and be able  to describe and review their  current online activity. | * Understand what feeling safe means * Recognise what helps them to feel safe * Identify other words that mean safe - e.g. comfortable, cared for, warm, calm, happy. * Recognise why it is important to feel safe * Know that we all have the right to feel safe * Know that other people have the responsibility to help keep us safe (e.g. family, friends, adults in school) * Understand that there are things we can all do to help keep ourselves as safe as possible. * Able to discuss times when they experience feeling safe – understand where they might be, who they might be with and what they might be doing * Able to discuss places they might go, or activities they could be doing that might feel more risky (places and situations that might make them feel unsafe) * Able to identify things they think they can do to help them feel as safe as possible in a risky situation, i.e. what kind of things help to reduce the level of risk - e.g. making sure they have a friend with them when possible, making sure they know where there are adults they can get help from if necessary, making sure parents/carers know where they are and what they are doing). * Able to identify experiences where they felt safe and unsafe * Recognise some ways that they could stay safer if they feel at risk, worried or unsafe * Recognise that even though they may be using technology in places and situations that feel safe, there can still be risks and they still need to be able to apply their understanding and skills about keeping safe to what they are doing.   Steps to Success   * describe what feeling safe is like * describe some risky situations that I might face * say what sort of things I can do to help me feel as safe as possible * Recall ways they use technology and when/what for, e.g. I use a mobile phone to ask my Mum to pick me up from Beavers, we sometimes read stories on the iPad, we are making films at school at the moment, we sometimes email my auntie in India * Identify ways they use technology both inside and outside of school * Record how long they use technology over a period of time, say a week (both in school and out of school) * Able to use the data (results) collected to answer the following questions: Where do children of your age group use technology most – at home or at school? Is there a difference between the kinds of activities in these two locations? What kinds of things might be risky? * Organise information gathered from previous activity (above) into categories; Uses (examples of technology use), Behaviours (ways in which they use it) and Possible Risks. * Able to share ideas and give other others’ suggestions that could be added into the categories.   Steps to Success:   * monitor and map my own use of technology * identify where the risks might be in my own use of technology | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking   • communicating effectively with others | |
| 2. - To know how to access help  when something they see or  hear online makes them feel  uncomfortable. | * Recognise who is in their network of support * Able to consider whether there have been any changes in their networks and to add or take people away as appropriate * Understand that if they see anything when using technology that worries them, they may choose the same people to approach in their network of support. However, they may need to add other people to their network to cover such situations. * Understand that as well as telling a trusted adult at home or at school, they can report anything that worries them online using different systems * Recognise the Starz whistle (or the system in the learning platform you use if it is * not Starz) * Recognise and identify the CEOP report abuse button * Understand that the CEOP report abuse button is used to report something or to ask for help * Understand that most social networking sites will have a logo for reporting worries.   Steps to Success:   * recognise when I feel uncomfortable when I see or hear something online * know where I can get support * know how to report something that worries me * know how to ask for help | | | | |
| 3. - To know, explore and  understand the SMART rules  for keeping safe online.  and  - To apply their understanding  of the SMART rules to their  own online presence. | * Identify the five SMART rules (just the headings at this stage – Safe, Meeting, Accepting, Reliable, Tell) * Able to share ideas with others about what their rule might mean – eventually creating a whole class summary * Recall the Childnet SMART rules * Identify what risks may be involved * Able to respond to the questions ‘What’s the risk?’ and ‘What should Eddie do?’ * Able to give explanations why they would give the advice they have suggested * Recognise that some of their friends (e.g. Eddie) might engage in risky behaviour * Able to give advice to different scenarios – using the Problem page letters * Able to discuss problem pages letters and to decide what sort of advice they would give if they were Sally or Gary. * Give reasons for offering particular advice * Able to present their ideas with a partner and feedback to the rest of the group * Able to trouble-shoot a problem - Start by outlining the problem, listen to the advice from the children and then ask further questions to get more detailed information from them * Able to comment on advice that is given and say if there’s anything they would advise differently or would like to add to the suggestions * Identify which of the SMART rules could be used to help the children who wrote the letters keep themselves safe.   Steps to Success:   * explain what I know already about keeping safe online * show I know the SMART rules and what each one means * use the SMART rules to help me work out solutions to possible situations involving e-safety * Understand the SMART rules * Recognise that we are all different * Understand that we all have different likes and dislikes * Understand that we all have things which are unique to us and make up what is called our ‘identity’ * Understand that some aspects of our identity are OK to share online and others may be unsafe and that this relates to the ‘Safe’ rule from the SMART rules. * Recognise what an unsafe profile might look like – spot risks * Identify risks from examples of unsafe profiles * Able to say what makes a profile risky or unsafe * Recall the SMART rules and be able to explain what each one means * Able to look at their own online profile in Starz (or your learning platform) and to check they have followed each one of the SMART rules * Recognise which rules they have followed in creating their profile in specific way * Able to write down how they have followed the SMART rules in their own profiles * Recognise changes they made to help keep themselves safer online   Steps to Success:   * talk about my identity both in real life and online * know what information I can use to create a safe online profile | | | | |
| 4. - To be able to communicate  rules and strategies for  keeping safe online to others.  and  -To understand what they have  learned and be able to share  it with others. | * Understand the rules and strategies for keeping safe online (SMART rules) * Able to use what they have learnt to create an advert either filmed, audio recorded for radio, or for inclusion in a magazine * Identify how they would communicate to others some of these SMART rules and strategies and know why they are important * Able to create an advert for a specific audience – ensuring that their advert is appropriate to their chosen audience (children or parents) and to communicate in appropriate language for that audience   Steps to Success:   * talk about rules and strategies for keeping safe online * communicate rules and strategies to others in a clear and meaningful way * Able to create a Safety Plan for themselves of what they will do as a result of their learning about how to stay safe online – using resource 7 Safety Plan Template * Able to create a set of ground rules for the class for when they are working online. * Understand ways to keep safe online and be confident to share these with others – using the stem sentence: One thing I’ve learned about keeping safe online is...   Steps to Success:   * say what I have learned * share it with others | | | | |
| **No Outsiders**  5. Additional Learning – Julian is a Mermaid | * Understand what acceptance is * Know that there are different ways to dress * Know that people can choose what they wear * Recognise that different people I n their communities may wear different things * Able to be accepting of difference | | | | |