**PSHE/C Curriculum – Year 6 Summer Term 2**

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| **Theme: E-safety – Me and My Online Identity** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 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.  PSHE/C Objectives  1. To understand the need to be careful about how they present themselves online.  2. To know the information which should and should not be shared online. and  - To know how to safeguard their online information.  3. -To be able to apply their  knowledge of which information to share online when creating profiles. and  - To be able to review and improve their online profiles.  4. - To develop safe approaches  to setting up passwords  -To know the difference between information which can be shared and personal information which should be kept private.  - To know what to do if they see something online which makes them feel uncomfortable.  5. No Outsiders – Additional Learning – Leaf | | **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 | |
| safeguarding | keeping someone safe from harm and protecting their health, wellbeing and human rights – enabling them to live free from harm, abuse or neglect | identity | a person’s name and other facts about who they are | |
| divulging | make known private or sensitive information | icon | a small image on a symbol that represents a program, file or function – a picture on a screen to help the user navigate the software or computer system | |
| private data | any information that can be used to identify a person | consequences | a result of a particular action or situation, often one that is bad or not convenient | |
| social networking site | websites online that allow you to connect with other people and communicate with them | protected | to keep something safe from danger or harm | |
| sensitive information | information that is private – this includes personal details such as names, addresses, social security numbers and medical records | represent/present | how you show yourself to other people | |
| SMART ‘safe’ rule | a set of rules created by Childnet to help children stay safe online (Safe, Meeting, Accepting, Reliable, Tell) Safe – keeping your personal information secure and not sharing things online like your full name, password or home address | username  password | a word that you sometimes need to type in along with a password to use a computer or a website  a secret word or combination of letters and numbers, used on a computer to prove who you are | |
| **Prior Learning (Year 5)**  The children in year 5, looked at a range of physical and mental aspects of healthy living.  They focussed particularly on healthy eating and physical activity, building on previous learning. They learnt that our behaviour, routines and choices all contribute to a healthy lifestyle. Children looked 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 learnt about the different substances that food contains, including nutrients and their benefits, and considered ways of achieving an energy balance which helps them to stay healthy and be active. They explored the benefits and risks to their physical and mental health when spending time online, and how to manage these. Children learnt about why age restrictions are in place, and how they can make safer choices online. | | | | **Future Knowledge (secondary school)**  This will be dependent on the KS2 PSHEC curriculum in Secondary Schools. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. To understand the need to be careful about how they present themselves online. | * Understand the importance of keeping safe online in the way they present themselves – using the video from CEOP’s Thinkuknow education programme. * Identify mistakes that Becky made in the CEOP video * Recognise the consequences of Becky’s mistakes from the CEOP video * Identify what Becky learnt from her experiences in the CEOP video * Able to give examples/suggestions of what Becky could do in future to keep herself safe – using the CEOP video * Recall what they have learnt from watching Becky’s story that will help them when thinking about how they present themselves online * Understand the risks associated with sharing things online * Able to suggest reasons why we need to be careful about what we share online   Steps to Success:   * recognise that there are risks involved in being online * state some reasons why it is important to be careful about what I share online | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking   • communicating effectively with others | |
| 2. - To know the information which should and should not be shared online.  and  - To know how to safeguard their online information. | * Understand the importance of safeguarding their online identity * Recognise what is appropriate to share online * Recognise what is inappropriate to share online - *e.g. You are creating an online profile, what sort of picture should you use to represent yourself? Someone you don’t know very well on a social networking site asks you which school you go to – should you tell them?* * Able to share examples of where something has happened or may happen because an online identity has not been protected * Know that people may be tricked into divulging private data, *e.g. You can’t come round to my house unless you.../You can’t be a member of the gang unless...* * Know that people can steal usernames/passwords and access their personal accounts - e.g. theft of usernames/account details – if they have written usernames/passwords on pencil cases, notepads, slips of paper in a lunch box someone may have seen it and can use it to steal information * Know that some people will watch them to attempt to steal usernames/passwords – this term is referred to as ‘Shoulder surfing’ - someone is watching over your shoulder and spotting you entering your username or password * Know that not logging off and therefore leaving a profile open for others to use could be dangerous or unsafe * Identify why above scenarios are risky and puts them in danger – i.e. they could lead to someone else having access to their details.   Steps to Success:   * give examples of what could happen if an online identity is not protected * explain some of the risks involved in sharing information online * say what is appropriate and safe to share online * Identify a strategy they could use, or already use, to prevent that kind of incident happening (see examples from above activity) * Able to suggest some ideas of what someone should do if they think their online profile details have been stolen or used in an inappropriate way * Recall the SMART rules from previous units of learning with a specific focus on the ‘Safe’ rule (www.kidsmart.org)   Steps to Success:   * suggest some ways of safeguarding online information * suggest what someone could do if they think their online profile details have been stolen, or used inappropriately | | | | |
| 3. To be able to apply their  knowledge of which information to share online when creating profiles.  and  - To be able to review and improve their online profiles. | * Recognise the online risks identified in previous activities * Understand what to do in different situations that they may face online – using the CEOP thinkuknow website * Able to give examples of the things that the character Griff could do to stay safe online – using the CEOP thinkuknow website * Able to create an online profile for the character Ali – listen to the explanation then use the information to help create a safe profile – using the CEOP thinkuKnow website * Identify which details can be included in an online profile * Identify which details should not be included in an online profile, and kept private instead * Able to use Cybercafe to create and print their own details as a My-Cite profile (CEOP thinkuknow website)   Steps to Success:   * create a safe online profile for a fictional character * act on feedback about an online profile, and make changes as necessary * create my own online profile which is safe * Recall online risks they have learnt about previously * Understand how they can ensure that their online profile is safe * Identify the potential risks of being online * Able to review their own profiles and decide if anything needs changing, or if anything could be improved   Steps to Success:   * explain the main potential online risks when creating and using a profile * explain some ways of ensuring my profile is as safe as possible * review my online profile and suggest improvements | | | | |
| 4. - To develop safe approaches  to setting up passwords,  -To know the difference between information which can be shared and personal information which should be kept private.    - To know what to do if they see something online which makes them feel uncomfortable | * Able to recall/join in with the Password Rap – available on the Netsmartz website * Identify the key massages from the Password Rap - e.g. you can tell your password to your parent/carer but not your friends; you mustn’t include private information such as your name or age * Able to learn the Password Rap and then recite this aloud to rest of the class (in small groups) * Able to give an explanation of what the rap is about - which could be read out after the rap is performed.   Steps to Success:   * state some rules for creating a safer password * say who I can share my password with * present my learning about passwords to others * Understand the importance of keeping personal information private * Identify examples of personal information which should not be shared * Identify information which may be safe to share * Understand the difference between the two (above) * Recognise the importance of not sharing personal information online   Steps to Success:   * state the difference between information which can be shared online, and personal information, which should be kept private * give some examples of personal information * Understand that sometimes they might see something online which worries or scares them. * Recognise how to get help if they are feeling worried or upset about something they might have seen online * Identify possible strategies they could use if they are feeling upset or worried about something they have seen online, e.g. tell a trusted adult (from their network of support), use the whistle icon or similar ‘report abuse’ button   Steps to Success:   * know that sometimes I might see or hear something online which worries or scares me * suggest some strategies to use when faced with situations online about which I feel uncomfortable | | | | |
| **No Outsiders**  5. Additional Learning – Leaf | * I can overcome fears about difference * I can accept and work with people who are different to me * I can explore difference without fear * I can look for solutions to challenging situations | | | | |