



# Orton Wistow Primary School – Curriculum Plan



Subject: Online Safety

Year : 3

Term : Autumn



## Vocabulary

Define the word and include etymology if useful.



## Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing



## Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing



## Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

**Your Rings of Responsibility** (media balance and well-being)

<https://www.common sense.org/education/digital-citizenship/lesson/your-rings-of-responsibility>

**Community** – a group of people living in the same place or having a particular characteristic in common  
**Digital Citizen** – someone who uses technology responsibly to learn, create, and participate.  
**Responsibility** - a duty you have to yourself or others.

- Know that your actions in real life and online can affect others.
- Know what to do to look after ourselves (eat healthy, limit TV time), our communities (help neighbours, follow rules) and the world (don't litter, be kind)
- Know that being a digital citizen requires us to think about our actions online and to consider the impact they could have on ourselves and others.

- Understand that we have responsibilities to ourselves (keeping ourselves safe and healthy)
- Understand that we have responsibilities to our communities and then the wider world
- Understand that *As digital citizens, we have responsibilities to ourselves, our communities, and our world as we learn, create, and participate on the internet*

- Examine both in-person and online responsibilities.
- Identify examples of online responsibilities to others.
- Recognise ways to be a good digital citizen and identify examples of being a negative digital citizen.

**Password Power-Up** (privacy and security)

<https://www.common sense.org/education/digital-citizenship/lesson/password-power-up>

**Password** – a secret word or phrase that must be used to gain admission to a place.  
**Privacy** – a state in which one is not observed or disturbed by other people.  
**Security** – the state of being free from danger or threat.

- Define the term "password" and describe a password's purpose.
- Know other ways we can keep our devices/accounts safe (fingerprint, device-lock)
- Know that passwords can range in their strength and can contain letters, numbers or symbols

- Understand why a strong password is important.
- Understand that a weak password can be easier to hack and this can lead to problems or possible harm.

- Practice creating a memorable and strong password.
- Can create several strong passwords that contain a mix of letters, numbers and symbols and do not contain any personal information

																					
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<p><b>Symbol</b> – a mark or character used as a conventional representation of an object, function, or process,  <b>Username</b> – an identification used by a person with access to a computer, network, or online service.</p>																					





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<p><b>This Is Me</b> (digital footprint and identity)</p> <p><b>Assumption</b> -something that someone thinks is true, but in reality, may or may not be</p> <p><b>identity</b> - different parts of your culture, experiences, and interests that make you unique</p> <p><b>selfie</b> - a picture you take of yourself, usually with a phone</p>	<a href="https://www.commonsense.org/education/digital-citizenship/lesson/this-is-me">https://www.commonsense.org/education/digital-citizenship/lesson/this-is-me</a>																				
<p><b>Our Digital Citizenship Pledge</b> (relationships &amp; communication)</p> <p><b>Community</b> - a group of people who share the same interests or goals</p> <p><b>digital citizen</b> - someone who uses technology responsibly to learn, create, and participate</p> <p><b>norm</b> - a way of acting that everyone in a community agrees to</p> <p><b>pledge</b> - a promise or an oath that one makes</p>	<ul style="list-style-type: none"> <li>Children will know that people can have an online identity and this is made up from the things they view, things they post and the way they behave online.</li> <li>Children will know that they can belong to online and real world communities</li> <li>Children will know that having norms can help those in a community achieve their shared goals.</li> <li>Children will know that a pledge can be adhered to or broken, like a promise.</li> </ul>	<ul style="list-style-type: none"> <li>Children will understand that their online identity can be different from their real identity and this can be changed by what they decide to share and do online.</li> <li>Children will understand that the choices they make when part of a community can effect themselves and others, positively or negatively.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to think before they post, considering what a photo or post might make people think about them.</li> <li>Children will have the skills to make good decisions around how they behave when online and they will be able to stick to the norms.</li> </ul>																		





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	<b>Learning</b> Practising	<b>Teaching</b> Coaching	<b>Assessment</b> Observing
	<b>Learning</b> Reflecting	<b>Teaching</b> Facilitating	<b>Assessment</b> Evaluating
The Power of Words (we are kind & courageous) <b>Empathy</b> - to imagine the feelings that someone else is experiencing <b>Interpret</b> - to understand something based on our point of view	<a href="https://www.commonsense.org/education/digital-citizenship/lesson/the-power-of-words">https://www.commonsense.org/education/digital-citizenship/lesson/the-power-of-words</a>		
	<ul style="list-style-type: none"> <li>Children will know that everyone needs to behave in a respectful way when online.</li> <li>Children will know to STOP if something upsets them online (<b>S</b>tep way, <b>T</b>ell a trusted adult, <b>O</b>k sites first, <b>P</b>ause and think online)</li> </ul>	<ul style="list-style-type: none"> <li>Children will understand that it's important to think about the words we use, because everyone interprets things differently.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to decide what kinds of statements are OK to say online and which are not.</li> </ul>
<b>Is Seeing Believing?</b> (we are critical thinkers and creators)	<a href="https://www.commonsense.org/education/digital-citizenship/lesson/is-seeing-believing">https://www.commonsense.org/education/digital-citizenship/lesson/is-seeing-believing</a>		
<b>Advertising</b> - messages or photos that are made to persuade someone to buy a certain product <b>Alter</b> - to change the way something looks, sometimes using a computer or other digital tools <b>Persuade</b> - to cause someone to believe something <b>photo retouching</b> - digital alteration of a photo to enhance the way someone looks (removing of wrinkles, clearing of skin, changing their body, etc.)	<ul style="list-style-type: none"> <li>Children will know that photos on the internet may have been digitally altered</li> <li>Children will know that they need to be critical when looking at digital photos, not instantly believing what they see.</li> </ul>	<ul style="list-style-type: none"> <li>Children will understand why photos may have been altered, e.g. to make something look more appealing, to make someone look younger, to shock and awe</li> </ul>	<ul style="list-style-type: none"> <li>Children will begin to be able to analyse altered photos and suggest why they have been changed</li> </ul>



