



# Orton Wistow Primary School – Curriculum Plan



Subject: Online Safety

Year : 6

Term : Autumn



## Vocabulary

Define the word and include etymology if useful.



## Knowledge

What children will know

### Learning

Remembering

### Teaching

Telling

### Assessment

Testing



## Understanding

What children will understand

### Learning

Practising

### Teaching

Coaching

### Assessment

Observing



## Skills

What children will be able to do

### Learning

Reflecting

### Teaching

Facilitating

### Assessment

Evaluating

**Finding Balance in a Digital World** (media balance and well-being)

<https://www.common sense.org/education/digital-citizenship/lesson/finding-balance-in-a-digital-world>

**Unplug** – disconnect from any online media  
**Red flag feeling** – when something does not feel right

- Know ways to "unplug" to maintain balance between online and offline activities.
- Know the benefits of being connected online such as social media to stay connected with people all over the world, search engines for research/answers.
- Know the benefits of being connected offline such as sports – exercise, fun and competitive, being in nature can teach you about the world and help you relax.

- Understand the importance of having a balance of offline and online time.
- Understand how different activities make you feel and that any not-so-good feelings are a 'red-flag'.
- Understand the meaning of 'unplug'. This could be quite a literal understanding (turning off digital media) and also an understanding that it means doing something offline.

- Reflect on their common online and offline activities.
- Analyse and prioritise the activities that are most important to them.
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**Don't Feed The Phish** (privacy and security)

<https://www.common sense.org/education/digital-citizenship/lesson/dont-feed-the-phish>

**Phish(ing)** – fraudulent emails pretending to be reputable companies to gather personal information  
**Identity theft** – the fraudulent practice of using another person's personal information to obtain credit, loans, etc.  
**Scam** – a dishonest scheme; a fraud.  
**URL** - the address of a World Wide Web page.

- Know that your identity is something that can be stolen and can be worth more than physical items
- Know that an Internet scam is designed to trick you into sharing personal information.
- Know that phishing is a scam where someone pretends to be an institution such as a bank to gain personal information.

- Understand that having your identity stolen doesn't mean you don't still have it but it refers to some personal information that can be used in a negative way by someone else

- Compare and contrast identity theft with other kinds of theft.
- Describe different ways that identity theft can occur online.
- Use message clues to identify examples of phishing.



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Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do																		
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<b>Who are you online?</b> (digital footprint & identity)	<a href="https://www.commonsense.org/education/digital-citizenship/lesson/who-are-you-online">https://www.commonsense.org/education/digital-citizenship/lesson/who-are-you-online</a>																				
<p><b>affinity group</b> - a group of people linked by a common interest or purpose</p> <p><b>anonymous</b> - without a name or other information that identifies who you are</p> <p><b>curate</b> - to select, organize and look after a collection (e.g. content posted to a social media profile)</p> <p><b>finsta</b> - a fake Instagram account used for posting to a specific group of people or to post anonymously</p>	<ul style="list-style-type: none"> <li>Children will know the reasons for someone creating a fake online social account, such as to post to an affinity group, post messages hidden from other people, to post things they don't want linked to them in real life such as inappropriate jokes or mean comments.</li> </ul>	<ul style="list-style-type: none"> <li>Children will understand that having fake accounts can get out of hand, be hard to keep on top of, result in teasing, insults or cyber-bullying.</li> <li>Children will understand why someone may choose to have a real account and a fake account – different audiences, not wanting people to know your interests.</li> </ul>	<ul style="list-style-type: none"> <li>Children will develop their online social media skills through this lesson. They will be more informed about the reasons why someone may have a fake social media account but also the pitfalls that can come with these decisions.</li> </ul>																		
<b>Chatting safely online</b> (relationships & communication)	<a href="https://www.commonsense.org/education/digital-citizenship/lesson/chatting-safely-online">https://www.commonsense.org/education/digital-citizenship/lesson/chatting-safely-online</a>																				
<p><b>Inappropriate</b> - not acceptable in the situation; not okay</p> <p><b>private information</b> - information about you that can be used to identify you because it is unique to you (e.g. your full name or your address)</p> <p><b>red flag feeling</b> - when something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious</p>	<ul style="list-style-type: none"> <li>Children will know that there are differences between friendships they have online and those with people they see in real life, such as knowing what they look and sound like.</li> <li>Children will know that meeting people online can be great but there are risks involved such as sharing private information.</li> </ul>	<ul style="list-style-type: none"> <li>Children will understand the importance of recognising a red flag feeling and that they should ask for support in these situations.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to reflect upon what information is safe for them to share with people online.</li> </ul>																		



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		<b>Learning</b> Practising	<b>Teaching</b> Coaching
		<b>Assessment</b> Observing	<b>Learning</b> Reflecting
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			<b>Assessment</b> Evaluating
<b>risky</b> - potentially harmful to one's well-being			

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<b>Digital Drama Unplugged</b> (we are kind and courageous)	<a href="https://www.commonsense.org/education/digital-citizenship/lesson/digital-drama-unplugged">https://www.commonsense.org/education/digital-citizenship/lesson/digital-drama-unplugged</a>		
<b>de-escalate</b> - to lessen the intensity or anger in a conflict <b>digital drama</b> - when people use devices, apps, or websites to start or further a conflict between people	<ul style="list-style-type: none"> <li>Children will know that miscommunication is a common occurrence online.</li> <li>Children will know that problems online can escalate quickly and easily when others get involved</li> </ul>	<ul style="list-style-type: none"> <li>Children will understand that being behind a screen can sometimes mean people may say things they wouldn't do face to face</li> <li>Children will understand that they have the ability to de-escalate an online drama but being positive, supportive,</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to avoid 'digital drama' and escalating existing online issues.</li> </ul>

												
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		informing an adult, not jumping in, not picking sides...										
<b>Finding Credible News</b> (We are critical thinkers & creators)	<a href="https://www.commonsense.org/education/digital-citizenship/lesson/finding-credible-news">https://www.commonsense.org/education/digital-citizenship/lesson/finding-credible-news</a>											
<p><b>Bias</b> - showing a strong opinion or preference for or against something or someone</p> <p><b>Corroboration</b> - an additional source that confirms or supports a news story, article or piece of information</p> <p><b>Credible</b> - able to be believed; trustworthy</p> <p><b>Evaluate</b> - to carefully examine something to figure out its value</p>	<ul style="list-style-type: none"> <li>Children will know that there is a lot of questionable stuff on the internet including rumours, inaccurate information, outright lies and fake news.</li> <li>Children will know some of the tell-tale signs of fake news (surprising/unbelievable content, not part of a credible news organisation, key points can't be corroborated by other sites)</li> </ul>	<ul style="list-style-type: none"> <li>Children will understand that there are sometimes reasons for information online not to be trustworthy; Editorials – trying to persuade (missing important facts), Satire – meant to be funny and can include untrue statements, Hoaxes – articles trying to fool the reader into believing them.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to look critically at information online and question its credibility</li> </ul>									