

ST.HUGH'S CATHOLIC PRIMARY – Online Safety
Year 5 & 6 Cycle A

KEY KNOWLEDGE AND SKILLS		KEY VOCABULARY	SUPPORTING RESOURCES
<p><u>My Media Choices</u></p> <ul style="list-style-type: none"> Learn the "What? When? How Much?" framework for describing their media choices. Use this framework and their emotional responses to evaluate how healthy different types of media choices are. Begin to develop their own definition of a healthy media balance. 		<p>media media balance media choices balance</p>	<p>Net aware: Apps, Games and Social Media Sites</p>
Assessment	<ul style="list-style-type: none"> All children will be able to use the framework. Most children will be able to use their emotional responses to evaluate how healthy different types of media choices are and begin to develop their own definition of a healthy media balance Some children will also be able to independently provide a clear and precise definition of a healthy media balance and give guidance on how to achieve this. 		
<p><u>Be a Super Digital Citizen</u> or Y5 Life to The Full: Mod 2, Unit 3, Session 2</p> <ul style="list-style-type: none"> Reflect on the characteristics that make someone an upstanding digital citizen. Recognise what cyberbullying is. Show ways to be an upstander by creating a digital citizenship superhero comic strip. 		<p>digital citizen cyberbullying upstander bully bystander empathy target</p>	<p>BBC Own It: Cyberbullying Quiz</p>
Assessment	<ul style="list-style-type: none"> Most children will be able to describe an upstanding digital citizen; and recognise what cyberbullying is. 		
<p><u>Keeping Games Fun & Friendly</u></p> <ul style="list-style-type: none"> Define "social interaction" and give an example. Describe the positives and negatives of social interaction in online games. Create an online video game cover that includes guidelines for positive social interaction. 		<p>digital media griefing social interaction benefit private information risk</p>	<p>The Adventures of Kara, Wilson & the Smart Crew: Chapter 5 Chicken shop grooming Childnet</p>

Assessment	<ul style="list-style-type: none"> • All children will be able to give an example of social interaction. • Most children will be able to define "social interaction" and describe the positives and negatives of it online; give guidance for positive social interaction; Some children will be able to independently explain the responsibilities their 'digital footprint' has for themselves and others and how this can be managed. 		
<p><u>A Creator's Rights & Responsibilities</u> or NCCE Web page Creation Unit</p> <ul style="list-style-type: none"> • Define "copyright" and explain how it applies to creative work. • Describe their rights and responsibilities as creators. • Apply copyright principles to real-life scenarios. 		attribute copyright intellectual property plagiarism license news article commercial	Spotting Fake news
Assessment	<ul style="list-style-type: none"> • All children will be able to explain what copyright is. • Most children will be able to explain how copyright applies to creative work and describe their rights and responsibilities as creators. • Some children will be able to independently demonstrate a clear awareness of copyright and give a range of examples of how it can apply in different situations. 		
<p><u>Private & Personal Information</u> or Y5 Life to The Full: Mod 2, Unit 3, Session 1</p> <ul style="list-style-type: none"> • Identify the reasons why people share information about themselves online. • Explain the difference between private and personal information. • Explain why it is risky to share private information online. 		hardwired personal information private information advertising clickbait headline curiosity gap	Bad Runner: Lock
Assessment	<ul style="list-style-type: none"> • All children will be able to identify private information. • Most children will be able to identify the reasons why people share information about themselves online; Explain the difference between private and personal information; Explain why it is risky to share private information online; • Some children will be able to independently explain a range of examples why sharing personal information online can be risky, and ways to manage these risks; 		
<p><u>Our Online Tracks</u></p> <ul style="list-style-type: none"> • Define the term "digital footprint" and identify the online activities that contribute to it. • Identify ways they are – and are not – in control of their digital footprint. • Understand what responsibilities they have for the digital footprints of themselves and others. 		responsibility digital footprint fossil inference avatar bias	Search It Up: My Popstar Disaster

Assessment	<ul style="list-style-type: none"> • All children will be able to explain the term digital footprint. • Most children will be able to define the term "digital footprint" and what contributes to it; • Some children will be able to independently explain a range of examples why sharing personal information online can be risky, and ways to manage these risks;
-------------------	--

Glossary

Attribute - giving credit to the person who created something, such such as listing the author's name and date, or a citation

Copyright - legal protection that a creators have over the things they create

Cyberbullying - using digital devices, sites, and apps to intimidate, harm, and upset someone

Digital citizen - someone who uses technology responsibly to learn, create, and participate

Digital footprint - a record of what you do online, including the sites you visit and the things you post; it can also include things that others post that involve you

Digital media - information that comes to us through the internet, often through a tablet, smartphone, or laptop

Inference - an educated guess based on evidence

intellectual property - the ownership of something you create, giving you a right to how others use it

Hardwired - something you are born with

Griefing - irritating or angering people in video games by being mean, destructive, or cheating

License - a clear way to define the type of copyright creative work has so others know how they can use it

Media - all of the ways that large groups of people get and share information (TV, books, internet, newspapers, phones, etc).

Media balance - using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc).

Media choices - time spent watching, listening to, reading, or creating media.

Online video game - a video game that is played through the internet

Personal information - information about you that cannot be used to identify you because it is also true for many other people (e.g. your hair colour or the city you live in)

Plagiarism - using someone's creative work without providing attribution

Private information - information about you that can be used to identify you because it is unique to you (e.g. your full name or your address)

Register (online) - to enter your information in order to sign up and get access to a website or app

Responsibility - a duty you have to yourself or others

Social interaction - talking or messaging with people to develop friendship or community

Upstander - a person who supports and stands up for someone else