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

KEY KNOWLEDGE AND SKILLS	KEY VOCABULARY	SUPPORTING RESOURCES
Finding My Media Balance • Reflect on how balanced they are in their daily lives. • Consider what "media balance" means and how it applies to them. • Create a personalised plan for healthy and balanced media use.	media media balance media choices balance	Children's Commissioner: Digital 5 a Day
Assessment • All children will be able to recognize what a balanced media is.. • Most children will be able to reflect on how balanced they are with media in their daily lives; • 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;		
Is it Cyberbullying? • Recognise similarities and differences between in-person bullying, cyberbullying and being mean. • Empathise with the targets of cyberbullying. • Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied.	digital citizen cyberbullying upstander bully bystander empathy target	
Assessment • All children will be able to give examples of cyberbullying. • Most children will be able to describe an upstanding digital citizen; and recognise what cyberbullying is. • Some children will also be able to independently explain and demonstrate a range of ways in which they and others can stand up against all forms of bullying;		
Digital Friendships • Compare and contrast different kinds of online-only friendships. • Describe the benefits and risks of online only friendships. • Describe how to respond to an online only friend if the friend asks something that makes them	digital media griefing social interaction benefit private information	Childnet: Trust me lessons

feel uncomfortable.	risk	

Assessment	• All children will be able to describe examples of online-only friendships. • Most children will be able to describe the benefits and risks of online-only friendships and how to deal with something that makes them uncomfortable;		

Reading News Online ● Understand the purposes of different parts of an online news page. ● Identify the parts and structure of an online news article. ● Learn about things to watch out for when reading online news pages, such as sponsored content and advertisements.	attribute copyright intellectual property plagiarism license news article commercial	BBC Young Reporter: Fake or real?

Assessment	• All children will be able to identify some parts and structure of an online news article. • Most children will be able to identify the parts and structure of an online news article; Learn about things to watch out for when reading online news pages, such as sponsored content and advertisements. • Some children will be able to critically examine an online content and be able to independently identify 'hidden' advertising such as sponsored content.		

You Won't Believe This! ● Define "the curiosity gap". ● Explain how clickbait uses the curiosity gap to get your attention. ● Use strategies for avoiding clickbait.	hardwired personal information private information advertising clickbait headline curiosity gap	Website Cookies explained

Assessment	• All children will be able to identify private information. • Most children will be able to explain how clickbait is used to get your attention and use strategies for avoiding clickbait; • 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;		

Beyond Gender Stereotypes ● Define "gender stereotypes" and describe how	● Describe how gender stereotypes can lead to unfairness or bias.	responsibility digital footprint fossil inference	Are you living an Insta lie? Social media vs Reality

they can be present online.	● Create an avatar and a poem that show how gender stereotypes impact who they are.	avatar bias gender stereotypes	
Assessment	• All children will be able to give an example of gender stereotyping. • Most children will be able to understand how gender stereotypes can be presented online and how they can lead to unfairness or bias; • Some children will be able to independently explain a range of examples of how gender stereotypes can be presented online and how they can impact people;		

Glossary

Advertising - messages or photos that are made to persuade someone to buy a certain product

Article - A written story in a newspaper, magazine, or online news site

Avatar - An image or character that represents a person online

Balance - All of the parts are in the correct -- though not necessarily equal -- proportions

Benefit - Something positive that results from a situation

Bias - An unfair belief about a person or group based on a stereotype

Bully - The person who is doing the bullying

Bullying - Unwanted and aggressive verbal, social, or physical behaviour towards another

Bystander - Someone who sees a bullying or cyberbullying situation, but doesn't do anything to stop it

Clickbait - An image or headline that tries to get you to click on it, usually for advertising purposes

Commercial - Intended to make money.

Curiosity Gap - The desire people have to figure out missing information

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

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

Empathy - To imagine the feelings that someone else is experiencing

Gender stereotypes - Oversimplified ideas about how women and men are or should be

Headline - The title of an article, usually printed in big, bold letters at the top

Inference - an educated guess based on evidence

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.

News - New information about recent or important events

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)

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)

Risk - Something negative or dangerous that could come from a situation

Target - The person who is on the receiving end of the bullying

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