

VOCABULARY

Adverts: Pop up adverts sometimes appear on screens. They should not be clicked on. Ask an adult to help you close them.

Apps: Short for application. You download apps onto your smart phone/tablet/ computer. They can be games or useful tools etc.

Consent: Asking someone if they agree to something being shared that is either theirs or of them (e.g their work/photos)

Digital Footprint: Something that is shared online remains online, there is always a trace of it even if deleted.

Passwords: A group of letters, number and/ or symbols that are personal to you so you can access your work.

Permission: The right to access data

Personal Information: Information about you that you should not share with strangers e.g. full name, address, phone number

Private: Not sharing information

Privacy Settings: Aspects that you can check that restrict or limit what others can see

Reliable: Whether something is accurate or true

SPAM: Unwanted messages, often contain adverts, scams or viruses

Username: Usually something similar to your name to identify you on the computer. Used with passwords to log in.

Viruses: Software that damages your computer

Year 5 & 6 Digital Literacy

MAIN IDEA

Pupils will revisit the idea of online behaviours and what is acceptable and unacceptable. Pupils will talk about sharing of information and images and the impact that this can have. They will also look at how information and images is manipulated and altered.

WHAT CAME BEFORE

LKS2- How to recognise cyber-bullying and what to do about it.

WHAT COMES NEXT

Year 7- Continued look at online safety



Remember
*If something doesn't feel right, tell someone you trust.
*All social networking sites and YouTube have 'report' buttons, use them!

Report to CEOP if you are worried about anything online

CLICK CEOP
Internet Safety

KEEP IT TAME
Respect each other online
You can use phones, tablets and computers to do awesome stuff. But things can turn nasty if you use them to disrespect each other. Treat each other with respect and Keep It Tame.

childline
ONLINE, ON THE PHONE, ANYTIME
Call 0800 1111

The 4Rs of online safety
Follow the 4 Rs

- Respect**
I treat myself and others the way I like to be treated
- Responsibility**
I am accountable for my actions
- Reasoning**
I question what is real
- Resilience**
I get back up from tough situations

Check Pegi ratings of games and websites

3 12+ 18
www.pegi.info www.pegi.info www.pegi.info

WHAT YOU SHOULD ALREADY KNOW

- What is acceptable and unacceptable online behavior and who to speak to about it
- That sharing content online leaves a digital trail or footprint
- That accepting or clicking links can lead to viruses on your device

KEY LEARNING

Pupils will revisit the acceptable usage policy and talk about what it mean; understanding the risks, responsibilities and consequences of sharing inappropriate images. Pupils will recognise that online behaviour can have real life negative effects on other people and understand that we must take responsibility for our own actions online, regardless of what other people are doing. Pupils will also discuss consent and permission and look at the implications of sharing images and selfies. Pupils will look at the impact of screenshots and understand that anyone can take a screenshot of a message or photograph that is sent.

Pupils will revisit many aspects from LKS2, including digital footprints, viruses, scams and the variety of 'reporting' options available to them.

Pupils will explore further the range of privacy settings available and how they keep everyone safe online, including identity theft.

Pupils will look at the range of content available and talk about the reliability of different websites, information and images. They will discuss why things are shared that aren't necessarily true and the impact of misinformation being shared in this way. Pupils will look at how and why images are edited and altered and the consequences of this, in particular– celebrity images and mental well being.

Pupils and students explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles

INVESTIGATE / QUESTIONS

How might your friend feel if you shared a silly photograph of them? How can you ask for support or help? If someone is mean once (or by accident), is it bullying? Is your use the internet now different to how it was a year ago? How? Who is the audience / reader of your site? Why is it important to know? Why is it important to not take someone else's work and pass it off as your own? Which online safety rule do you think is the most important? How can you ask for support or help?