

Online Safety Scheme of Work

As part of the school's ongoing aim to ensure that children develop an attitude for ensuring that pupils remain safe online, each year group will have six lessons to deliver (one per half term) the key themes. The six themes are:

- 1. Media Balance and Well-Being**
- 2. Privacy and security**
- 3. Digital tattoos**
- 4. Relationships and Communication**
- 5. Cyberbullying, Digital Drama and Hate Speech**
- 6. News and Media Literacy**

The themes of the Scheme of Work are taken from Common Sense Education, who state that, "All students need digital citizenship skills to participate fully in their communities and make smart choices online and in life." The Scheme of Work is backed by research and inspired by real life. It was developed and designed in partnership with Project Zero at the Harvard Graduate School of Education.

Each term there will be an assembly linked to the key themes to keep the message prominent and clear. We will also ensure that we maintain parental involvement by inviting them to assembly on Safer Internet Day and giving them opportunity to come to workshops during parent evenings.

These lessons must be carried out in the correct half term so that the message is clear and in line with the key themes. When teaching each of these units, the routes for reporting and disclosing concerns **must** be taught as a high priority.

To support the teaching of Online Safety all lesson resources can be found in by following the links to <https://www.commonsense.org/> .

Media Balance and Well-Being

| Year group | Lesson title | Online safety focus | School Values |
|------------|---|--|---|
| 3 | Your Rings of Responsibility https://www.commonse.org/education/digital-citizenship/lesson/your-rings-of-responsibility | <ul style="list-style-type: none"> Examine both in-person and online responsibilities. Describe the Rings of Responsibility as a way to think about how our behaviour affects ourselves and others. Identify examples of online responsibilities to others. | Responsibility Honesty Enthusiasm Compassion Determination Aspiration Respect Teamwork |
| 4 | My Media Choices https://www.commonse.org/education/digital-citizenship/lesson/my-media-choices | <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. | |
| 5 | Finding My Media Balance https://www.commonse.org/education/digital-citizenship/lesson/finding-my-media-balance | <ul style="list-style-type: none"> Reflect on how balanced they are in their daily lives. Consider what "media balance" means, and how it applies to them. Create a personalized plan for healthy and balanced media use | <u>British Values</u> Rule of law Democracy Individual liberty Mutual Respect and tolerance |
| 6 | Finding a Balance in a Digital World https://www.commonse.org/education/digital-citizenship/lesson/finding-a-balance-in-a-digital-world | <ul style="list-style-type: none"> Reflect on their common online and offline activities. Identify ways to "unplug" to maintain balance between online and offline activities. Use the Digital Habits Checkup routine to create a personal challenge to achieve more media balance. | |

1. Privacy and Security

| Year group | Lesson title | Online safety focus | School Values |
|------------|---|--|---|
| 3 | Password Power-Up https://www.commonse.org/education/digital-citizenship/lesson/password-power-up | <ul style="list-style-type: none"> Define the term "password" and describe a password's purpose. Understand why a strong password is important. Practice creating a memorable and strong password. | Responsibility Honesty Enthusiasm Compassion Determination Aspiration |
| 4 | Private and Personal information https://www.commonse.org/education/digital-citizenship/lesson/private-and-personal-information | <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. | Respect Teamwork |
| 5 | You Won't Believe This! https://www.commonse.org/education/digital-citizenship/lesson/you-wont-believe-this | <ul style="list-style-type: none"> Define "the curiosity gap." Explain how clickbait uses the curiosity gap to get your attention. Use strategies for avoiding clickbait. | <u>British Values</u> Rule of law Democracy Individual liberty Mutual Respect and tolerance |
| 6 | Don't Feed the Phish https://www.commonse.org/education/digital-citizenship/lesson/dont-feed-the-phish | <ul style="list-style-type: none"> 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. | |

2. Digital Tattoos

| Year group | Lesson title | Online safety focus | School Values |
|------------|--|---|---|
| 3 | This is Me https://www.commonse.org/education/digital-citizenship/lesson/this-is-me | <ul style="list-style-type: none"> Consider how posting selfies or other images will lead others to make assumptions about them. Reflect on the most important parts of their unique identity. Identify ways they can post online to best reflect who they are. | Responsibility Honesty Enthusiasm Compassion Determination Aspiration Respect Teamwork |
| 4 | Our Online Tracks https://www.commonse.org/education/digital-citizenship/lesson/our-online-tracks | <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. | |
| 5 | Beyond Gender Stereotypes https://www.commonse.org/education/digital-citizenship/lesson/beyond-gender-stereotypes | <ul style="list-style-type: none"> Define "gender stereotype" and describe how they can be present online. Describe how gender stereotypes can lead to unfairness or bias. Create an avatar and a poem that show how gender stereotypes impact who they are. | <u>British Values</u> Rule of law Democracy Individual liberty Mutual Respect and tolerance |
| 6 | Who Are You Online https://www.commonse.org/education/digital-citizenship/lesson/who-are-you-online | <ul style="list-style-type: none"> Reflect on reasons why people might create fake social media accounts. Identify the possible results of posting from a fake social media account. Debate the benefits and drawbacks of posting from multiple accounts. | |

3. Relationships and Communication

| Year group | Lesson title | Online safety focus | School Values |
|------------|---|--|---|
| 3 | Our Digital Citizenship Pledge https://www.commonse.org/education/digital-citizenship/lesson/our-digital-citizenship-pledge | <ul style="list-style-type: none"> Define what a community is, both in person and online. Explain how having norms helps people in a community achieve their goals. Create and pledge to adhere to shared norms for being in an online community. | Responsibility Honesty Enthusiasm Compassion Determination Aspiration Respect Teamwork |
| 4 | Keep Games Fun and Friendly https://www.commonse.org/education/digital-citizenship/lesson/keeping-games-fun-and-friendly | <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. | |
| 5 | Digital Friendships https://www.commonse.org/education/digital-citizenship/lesson/digital-friendships | <ul style="list-style-type: none"> 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 uncomfortable. | <u>British Values</u> Rule of law Democracy Individual liberty Mutual Respect and tolerance |
| 6 | Chatting Safely Online https://www.commonse.org/education/digital-citizenship/lesson/chatting-safely-online | <ul style="list-style-type: none"> Analyse how well they know the people they interact with online. Reflect on what information is safe to share with different types of online friends. Learn to recognize red flag feelings and use the Feelings & Options thinking routine to respond to them. | |

4. Cyber Bullying, Digital Drama and Hate Speech

| Year group | Lesson title | Online safety focus | School Values |
|------------|---|--|---|
| 3 | The Power of Words https://www.commonse.org/education/digital-citizenship/lesson/the-power-of-words | <ul style="list-style-type: none"> Understand that it's important to think about the words we use, because everyone interprets things differently. Identify ways to respond to mean words online, using S-T-O-P. Decide what kinds of statements are OK to say online and which are not. | Responsibility Honesty Enthusiasm Compassion Determination Aspiration Respect Teamwork |
| 4 | Be a Super Digital Citizen https://www.commonse.org/education/digital-citizenship/lesson/be-a-super-digital-citizen | <ul style="list-style-type: none"> Reflect on the characteristics that make someone an upstanding digital citizen. Recognize what cyberbullying is. Show ways to be an upstander by creating a digital citizenship superhero comic strip. | |
| 5 | Is it Cyberbullying? https://www.commonse.org/education/digital-citizenship/lesson/is-it-cyberbullying | <ul style="list-style-type: none"> Recognize similarities and differences between in-person bullying, cyberbullying, and being mean. Empathize with the targets of cyberbullying. Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied. | <u>British Values</u> Rule of law Democracy Individual liberty Mutual Respect and tolerance |
| 6 | Digital Drama Unplugged https://www.commonse.org/education/digital-citizenship/lesson/digital-drama-unplugged | <ul style="list-style-type: none"> Reflect on how easily drama can escalate online. Identify de-escalation strategies when dealing with digital drama. Reflect on how digital drama can affect not only oneself but also those around us. | |

5. News and Media Literacy

| Year group | Lesson title | Online safety focus | School Values |
|------------|--|--|---|
| 3 | Is Seeing Believing? https://www.commonse.org/education/digital-citizenship/lesson/is-seeing-believing | <ul style="list-style-type: none"> Recognize that photos and videos can be altered digitally. Identify different reasons why someone might alter a photo or video. Analyse altered photos and videos to try to determine why. | Responsibility Honesty Enthusiasm Compassion Determination Aspiration Respect Teamwork |
| 4 | A Creator's Rights and Responsibilities https://www.commonse.org/education/digital-citizenship/lesson/a-creators-rights-and-responsibilities | <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. | |
| 5 | Reading News Online https://www.commonse.org/education/digital-citizenship/lesson/reading-news-online | <ul style="list-style-type: none"> 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. | <u>British Values</u> Rule of law Democracy Individual liberty Mutual Respect and tolerance |
| 6 | Finding Credible News https://www.commonse.org/education/digital-citizenship/lesson/finding-credible-news | <ul style="list-style-type: none"> Learn reasons that people put false or misleading information on the internet. Learn criteria for differentiating fake news from credible news. Practice evaluating the credibility of information they find on the internet. | |