

## Cove Junior School Online Safety Overview



Self-Image and Identity



Online Relationships



Online Reputation



Online Bullying



Managing Online Information



Health, Well-being and Lifestyle



Privacy and Security



Copyright and Ownership



**Angler** uses his happy light to lead you to web links he has booby trapped with information that could scare or worry you. He also loves a game of hide and seek – if you click on a link he is hiding behind, he will then be able to swim into your computer. Once in your computer he will break it or steal information from it.

**Bi-diphorous** is a monster of two sides. When you first meet him, he will show you his nice, 'cute' friendly side. He will tell you lies and offer you presents to make you like and trust him. It is only when you become his friend that he will reveal his true, dangerous self.



**Info-eater** is always on the lookout for his next meal. His long arms grab personal information from the internet which he munches and digests using his swirling teeth. He is quite generous though and often shares the information with fellow monsters so they can cause more trouble.



**Meanataur** uses his many snappy mouths to say and spread mean things about people online. The more people join in with the nastiness, the stronger he becomes.

**Selphire** loves to take pictures – not of herself but of you! She particularly likes pictures that are embarrassing or can be easily changed. She then uses her lightning speed to spread your selfies across the internet so other people can laugh at you or find out your personal information.



Online Safety Strand		Outline	Resources	Cyber Critter	Key Vocabulary	EFACW Statements
Year 3	Self-image and identity	<ul style="list-style-type: none"> <li>Discuss and introduce meaning of identity. Play '20 questions' to demonstrate.</li> <li>Look at different online profiles and discuss which parts of their identity these people have shared. Are they the same? Why/why not?</li> <li>Discuss how someone can change their identity online (e.g., screen name, avatar etc.). Ext.: why might a person choose to use a photo on social media but an avatar on their gaming profile?</li> </ul>		Info-eater	<b>identity</b>	<ul style="list-style-type: none"> <li>I can explain what is meant by the term 'identity'.</li> <li>I can explain how people can represent themselves in different ways online.</li> <li>I can explain why someone might change their identity depending on what they are doing online (e.g., gaming; using an avatar; social media) and why.</li> </ul>
		<ul style="list-style-type: none"> <li>Recap meaning of identity and explain that how we behave and treat others online can form part of our identity, and impact the way others see us.</li> <li>Sort the qualities into those that would make us think positively of someone online and those that would make us think negatively online. Explore examples of online content and how this makes us feel towards the creator, using the positive and negative quality groups.</li> <li>How do we want to be perceived? What can help us achieve this?</li> </ul>	Qualities to sort	Info-eater	identity	<ul style="list-style-type: none"> <li>I can explain how my online identity can be different to my offline identity.</li> <li>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</li> </ul>
	Online relationships	<ul style="list-style-type: none"> <li>Share examples on the board and ask chn to hold up know/don't know/unsure cards accordingly. After each example, discuss responses given – are they all the same? What do we mean by knowing someone? Are there different levels of knowing someone?</li> <li>Teacher to model completing the circles (those they know well go in the centre, with those they know less well moving out), including thinking out loud to show reasoning. Chn to complete their own circles.</li> <li>Extension: Chn to write explanations (e.g., 'I know this person well because they come to my house a lot' or 'I don't know this person well because I see them at school but don't know much about their outside life').</li> <li>Discuss stranger danger – everyone online is a stranger and there are no safer strangers!</li> </ul>	Circle task	Bi-diphorous		<ul style="list-style-type: none"> <li>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</li> </ul>
	Online bullying	<ul style="list-style-type: none"> <li>Read the story and discuss how each of the characters might have been feeling and what could be done.</li> </ul>		Meanataur	<b>bystander, upstander, cyberbullying</b>	<ul style="list-style-type: none"> <li>I can describe appropriate ways to behave towards other people online and why this is important.</li> </ul>

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		<ul style="list-style-type: none"> <li>Recap definition of bullying (STOP) and how this also applies online.</li> <li>Look at Bella (witness) – link to being an upstander, not a bystander. Chn to create their own upstander logo.</li> </ul>				<ul style="list-style-type: none"> <li>I can give examples of how bullying behaviour could appear online and how someone can get support.</li> </ul>
	Managing online information	<ul style="list-style-type: none"> <li>What is a fact? Challenge chn to come up with a definition in pairs/small groups. WTS could be given the prompt questions (slide notes), or these could be used by the teacher to guide discussions.</li> <li>How does it feel when someone challenges our beliefs or opinions? Does someone have to agree with our beliefs/opinions to be our friend?</li> <li>What could make you change your mind about something that you know, think or believe? Witnesses? A photo? A video? Orally rehearse answers to this using the sentence stems.</li> <li>Chn to record their responses. GDS chn to be challenged to consider how this could be impacted by AI-generated content. WTS could sort the examples into whether or not they might change their opinion.</li> </ul>		Angler	fact, opinion, belief, AI	<ul style="list-style-type: none"> <li>I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</li> </ul>
	Privacy and security	<ul style="list-style-type: none"> <li>Chn to work in 5 groups. Each group to analyse one example from the resources – what does this tell you about the person? What can we learn about them? Allow each group to feedback to the class, before drawing attention to the fact that all of the posts are by the same person. How does that impact what we know about them? Highlight that even if we think one post isn't revealing much, it can be different when we add together information revealed over time/multiple posts.</li> <li>Another way we can keep our personal information safe is through the use of strong passwords. Why is this important? Play 'Strong or Wrong' quiz to learn rules for strong passwords.</li> </ul>	What can you learn posts	Info-eater	personal information	<ul style="list-style-type: none"> <li>I can describe strategies for keeping personal information private, depending on the context.</li> </ul>
Year 4	Self-image and identity	<ul style="list-style-type: none"> <li>Discuss how people can act differently online to offline, and this can include taking on a different persona. Why might it be a positive thing to have a different persona online (e.g., try something new, share the best parts of yourself)? In the context of an online game, why might someone do this (e.g., shyness, fitting in, exploration of identity/interests)? Some people go further than a different persona and instead impersonate others – why might they do this (catfishing, bullying, parody, grooming)?</li> </ul>	Role play cards	Bi-diphorous	identity, <b>persona</b> , <b>impersonate</b>	<ul style="list-style-type: none"> <li>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</li> </ul>

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	Explore role play cards and pretending to be someone else. How easy is it? Why is it easier online?				
	<ul style="list-style-type: none"> <li>Look at examples of people. Chn to hold up thumbs to denote like/don't like/unsure. Why do you like/dislike this person? Do you like/dislike them as a person or what they do for a job? Repeat the activity with trust/don't trust/unsure. Why do you trust them? Do you know them well enough to trust them? Can you trust someone you haven't met? Chn to choose 3 examples (ideally one they like but don't trust, one they trust but don't like and one they like and trust) to explain in books. If we trust someone, can we change our mind?</li> </ul>		Bi-diphorous		<ul style="list-style-type: none"> <li>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</li> <li>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</li> </ul>
	<ul style="list-style-type: none"> <li>Name 3 different search engines (note – search engines such as Swiggle and Kiddle are designed to be child-friendly) – what categories of results will your search return (all/news/images/videos/shopping/maps)? Why might it be useful to use different search engines? Ask if anyone has ever searched for themselves. Depending on class, choose a child and search their name (it could be useful to arrange this prior to the lesson) – what information is there? Are there many people with that name? How do we know this information is trustworthy or accurate? Look through the information about each hypothetical celebrity – what rating would you give them based on this? Share the reality for each one – does this change the rating? Discuss the need to question what we see, but also how any information we put online could then be misconstrued.</li> </ul>		Info-eater		<ul style="list-style-type: none"> <li>I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.</li> </ul>
	<ul style="list-style-type: none"> <li>Recap definition of bullying (STOP). How could we tell if someone was being bullied online? Consider social media, status updates, messages etc. Share possible responses.</li> <li>Discuss meaning of 'media' (images, videos, text) and that online bullying can use different forms of media. Explore different uses of 'what did you say' as per slide. Read the story of Alan the Alien and how his response could impact all people involved. What could he have said instead? Chn to write a message to Alan explaining the problems with what he said and what he could try instead.</li> </ul>		Meanataur		<ul style="list-style-type: none"> <li>I can recognise when someone is upset, hurt or angry online.</li> <li>I can describe ways people can be bullied through a range of media (e.g., image, video, text, chat).</li> <li>I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</li> </ul>

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	Managing online information	•		Info eater		<ul style="list-style-type: none"> <li>I can explain what is meant by fake news, e.g., why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</li> <li>I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</li> </ul>
	Health, well-being and lifestyle	•				<ul style="list-style-type: none"> <li>I can describe ways technology can affect health and well-being both positively (e.g., mindfulness apps) and negatively.</li> </ul>
Year 5	Self-image and identity	<ul style="list-style-type: none"> <li>Introduce terminology copy, modify and alter. Explore how these are all linked with changing something in some way. How might we make changes to things like images, profiles and game online (cropping, filters, deleting/editing posts, rebuilding game environments)? As we get older, we have more responsibility. What responsibilities do we have around our online identities? Look at examples of online profiles and discuss responsible/irresponsible choices (this could be done as a class or in smaller groups). As a class, come up with top tips for sharing identity online.</li> </ul>	Examples of online profiles (Project Evolve)	Selphire	copy, modify, alter	<ul style="list-style-type: none"> <li>I can explain how identity online can be copied, modified or altered.</li> <li>I can demonstrate how to make responsible choices about having an online identity, depending on context.</li> </ul>
	Online relationships	<ul style="list-style-type: none"> <li>What do we seek permission for offline? What about online? How do we get this permission? Explore examples of offline and online sharing – what similarities/differences are there (we should seek permission in both cases)? Share vocabulary (meme, post, blog, re-blog, like, viral) and discuss meanings, then watch the video. Discussion – why do people sometimes find photos/videos of themselves embarrassing? Chn to write two accounts of the events in the video in first person, one as Will and one as Ainslie – how do they differ?</li> </ul>	Offline and online scenarios (Project Evolve), video (BBC Own It)	Meanataur	meme	<ul style="list-style-type: none"> <li>I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</li> <li>I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</li> <li>I can give examples of technology-specific forms of communication (e.g., emojis, memes and GIFs).</li> </ul>

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Online reputation	<ul style="list-style-type: none"> <li>Discuss the meaning of identity – what makes you you. What about reputation (what others think of you)? How important is our reputation? Is it more or less important in different situations? Chn to complete the what I know/what I share sheet about themselves. Why are there somethings that you might not share? Look at examples of vloggers and discuss what opinions we form from the information shared. Chn to look back at their own sheet – what opinion might someone form based on this? When applying for jobs in the future, what opinion might someone have then?</li> </ul>		Info-eater		<ul style="list-style-type: none"> <li>I can explain the ways in which anyone can develop a positive online reputation.</li> </ul>
Online bullying	<ul style="list-style-type: none"> <li>What is banter? Explore definition, including links to power balance/imbalance. Share scenario – is this banter? Chn could write/verbalise an explanation of why this is not banter, using the information from the previous slide.</li> <li>What can we do if we think someone is being bullied online? Introduce conversation decision tree. Chn to use the decision tree to decide how to act in the given scenarios.</li> </ul>		Meanataur		<ul style="list-style-type: none"> <li>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</li> <li>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</li> </ul>
Managing online information	<ul style="list-style-type: none"> <li>Look at the first slide and go through the objectives being met this lesson. Discuss the question with the class, does everyone get the same information when searching for things online? WHat effects it? Discuss what things may influence the search. When could collected information be helpful/ unhelpful/ harmful? As a group decide what we can do to make sure our information is not available to everyone online and talk about digital footprint.</li> <li>Look at the info on News or Views. Why is important that we understand the difference between what is news and what is an advert? WHy does it matter? Go through the slides and on the last slide it asks the children to come up with a checklist that someone can do when they are online.</li> </ul>		Angler		<ul style="list-style-type: none"> <li>I can identify ways the internet can draw us to information for different agendas, e.g., website notifications, pop-ups, targeted ads.</li> <li>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g., advertising and 'ad targeting' and targeting for fake news).</li> </ul>
Privacy and security	<ul style="list-style-type: none"> <li>Using the slides, explain and ask what the children know and understand about app permissions. What might happen if you</li> </ul>	Permission mission game			<ul style="list-style-type: none"> <li>I can describe simple ways to increase privacy on apps and</li> </ul>

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		deny permission? Information gathered often has financial value. Explain the permission mission game.				services that provide privacy settings.
Year 6	Self-image and identity	<ul style="list-style-type: none"> <li>• (Prior to the lesson, download the reporting survey and add the link/QR code to the slide.)</li> <li>• Introduce the reporting survey and explain that whilst the results will be used to answer important questions, everything will be anonymous. Chn to complete an online version of the reporting survey.</li> <li>• Using the responses tab, teacher to share pie charts of results (no identifying data) – what do you notice?</li> <li>• Depending on results of the class, look into how to report content on key platforms and why it is important to do so, when you might report something to the police, and what to do if you feel the trusted adult you spoke to hasn't acted/resolved the situation. It is often best to have these discussions in the third person (what might <i>someone</i> do) to encourage chn to share.</li> </ul>	Reporting survey (Project Evolve), how to report content ( <a href="https://www.childnet.com/help-and-advice/how-to-make-a-report/">https://www.childnet.com/help-and-advice/how-to-make-a-report/</a> ), devices	Meanataur		<ul style="list-style-type: none"> <li>• I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.</li> <li>• I can explain the importance of asking until I get the help needed.</li> </ul>
	Online relationships	<ul style="list-style-type: none"> <li>• Discuss the meaning of respect, self-respect and boundaries. What boundaries might someone have in real life? What boundaries might someone have online? Chn to discuss what they share online (see questions on slide) and consider meaning of consequence (point out that not all consequences are negative). Share the formula E+R=O and discuss. Go through each of the scenarios, asking chn for possible responses before revealing and then discussing possible outcomes. Reflection – are there any aspects of your online behaviour that you might need to change moving forward?</li> </ul>		Selphire		<ul style="list-style-type: none"> <li>• I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</li> <li>• I can describe how things shared privately online can have unintended consequences for others. e.g., screen-grabs.</li> </ul>
	Online relationships	<ul style="list-style-type: none"> <li>• Discuss meaning of inappropriate. What synonyms are there? Discuss that inappropriate may be too broad and subjective – playing an 18 rated game is completely acceptable in some households, whilst inappropriate in others. Highlight the need to be specific about what is being discussed. If we are talking about inappropriate images/videos, what might we mean? (Be aware that chn may bring up nudity). Share examples. Assign a corner of the room as ok/not ok/depends/unsure and go through each scenario, with chn going to the corner that corresponds with their choice.</li> <li>• Look at options for reporting something and discuss benefits/pitfalls of each. Share that the majority of young people</li> </ul>		Selphire		<ul style="list-style-type: none"> <li>• I can explain that taking or sharing inappropriate images of someone (e.g., embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</li> </ul>



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	report problems to no one – why might this be? Why is this a problem? Chn to choose one of the reasons given (or one of their own) and write advice for someone who is worried about it.				
Online reputation	<ul style="list-style-type: none"> <li>Discuss meaning of digital footprint. Look through the scenarios and consider the questions; consider impact now and in the future – how might this change? Watch BBC video. Explore what to do if someone is sharing something without your consent. What should we consider when sharing? If you wouldn't want your grandparents to see it, don't share it.</li> </ul>	BBC OwnIt video	Info-eater		<ul style="list-style-type: none"> <li>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</li> </ul>
Online bullying	<ul style="list-style-type: none"> <li>Recap definition of bullying (STOP) and how this can happen in person or online. What types of things might come under the title of online bullying? (Be aware that sensitive issues and personal experiences may be raised.) Go through examples on the slide. What can we do if we experience bullying or abuse online? Go through scenarios on the slides (advice in notes) and discuss options. Chn to create a postcard sized graphic to share one tip they have learnt for capturing/reporting bullying online.</li> </ul>	Project Evolve slides	Meanataur		<ul style="list-style-type: none"> <li>I can explain how to block abusive users.</li> <li>I can describe how to capture bullying content as evidence (e.g., screen-grab, URL, profile) to share with others who can help me.</li> <li>I can explain how someone would report online bullying in different contexts.</li> </ul>
Health, well-being and lifestyle	<ul style="list-style-type: none"> <li></li> </ul>				<ul style="list-style-type: none"> <li>I recognise and can discuss the pressures that technology can place on someone and how/when they could manage this.</li> <li>I can assess and action different strategies to limit the impact of technology on health (e.g., night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</li> </ul>