**Year 6 E safety overview**

Resources available via project Evolve

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| Autumn 1  Privacy and security  I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).  I can explain what to do if a password is shared, lost or stolen.  I can describe how and why people should keep their software and apps up to date, e.g. auto updates.  I can describe simple ways to increase privacy on apps and services that provide privacy settings.  I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).  I know that online services have terms and conditions that govern their use. | |
| Autumn 2  Online relationships  I can explain how sharing something online may have an impact either positively or negatively  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.  I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.  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. | |
| Spring 1  Online reputation | |
| Year 5  I can search for information about an individual online and summarise the information found.  I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect | Year 6  I can explain the ways in which anyone can develop a positive online reputation.  I can explain strategies anyone can use to protect their ‘digital personality’ and online reputation, including degrees of anonymity. |
| Spring 2  Online bullying | |
| Year 5  I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.  I can describe how what one person perceives as playful joking and teasing (including ‘banter’) might be experienced by others as bullying.  I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.  **I can identify a range of ways to report concerns and access support both in school and at home about online bullying.**  **I can explain how to block abusive users.**  **I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).** | **I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.**  I can explain how someone would report online bullying in different contexts. |
| Summer 1  Managing online information | |
| Year 5  I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with.  I can explain what is meant by ‘being sceptical’; I can give examples of when and why it is important to be ‘sceptical’.  I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.  I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.  I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads  I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).  I can explain what is meant by the term ‘stereotype’, how ‘stereotypes’ are amplified and reinforced online, and why accepting ‘stereotypes’ may influence how people think about others.  I can describe how fake news may affect someone’s emotions and behaviour, and explain why this may be harmful  **I can explain what is meant by a ‘hoax’. I can explain why someone would need to think carefully before they share.** | Year 6  I can explain how search engines work and how results are selected and ranked.  I can explain how to use search technologies effectively.  I can describe how some online information can be opinion and can offer examples.  I can explain how and why some people may present ‘opinions’ as ‘facts’; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.  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).  I understand the concept of persuasive design and how it can be used to influences peoples’ choices.  I can demonstrate how to analyse and evaluate the validity of ‘facts’ and information and I can explain why using these strategies are important.  I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.  I can describe the difference between online misinformation and dis-information  I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).  **I can identify, flag and report inappropriate content.** |
| Summer 2  Copyright and ownership | |
| Year 5  I can assess and justify when it is acceptable to use the work of others I can give examples of content that is permitted to be reused and know how this content can be found online. | Year 6  I can demonstrate the use of search tools to find and access online content which can be reused by others.  I can demonstrate how to make references to and acknowledge sources I have used from the internet. |

**PSHE units to cover:**

Self image and identity

Health, wellbeing and lifestyle