| **Unit – UKS2 Digital Citizenship** | |
|---|---|
| Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration<br>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | |
| **Knowledge Progression** | |
| **Yr5**<br>I can demonstrate responsible choices about my online identity, depending on context<br>I can make positive contributions and be part of online communities<br>I can describe some of the communities in which I am involved and describe how I collaborate with others positively<br>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault<br>I can explain how to block abusive users<br>I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline / CEOP)<br>I can describe some strategies, tips or advice to promote healthy sleep with regards to technology | **Yr6**<br>I can describe ways in which media can shape ideas about gender<br>I can challenge and explain why it is important to reject inappropriate messages about gender online<br>I can demonstrate how I would support others (including those who are having difficulties) online.<br>I can explain why I should keep asking until I get the help I need<br>I can show I understand my responsibilities for the well-being of others in my online social group.<br>I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming)<br>I can assess and action different strategies to limit the impact of technology on my health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise) |
| **Skill Progression** | |
| **Yr5**<br>I can search for information about an individual online and create a summary report of the information I find<br>I can use technology safely and respectfully and responsibly | **Yr6**<br>I can identify messages about gender roles and make judgements based on them<br>I can use technology safely and respectfully and responsibly |
| **Key Learning** | |
| Flaming is the content produced in live streaming<br>Strategies to promote healthy sleep - Night shift mode, regular breaks, correct posture, sleep, diet and exercise.<br>Refer to PSHE for what consists as inappropriate gender messages.<br>Know not to share any personal information online and in any games/apps to play.<br>Childline and CEOP are the helplines that can be accessed by children. | |
| **Vocabulary** | |
| Privacy settings, Social media , Online reputation, , Health and Wellbeing Gaming, Apps, Identity, Avatar, Emojis, Acronyms, Text speak, Trust, Nervous, Uncomfortable, Share, Online Identity, Chat, Bullying, technology | |
| **Misconceptions** | |
| People are who they say they are online<br>Things disappear online once you can't see them.<br>People wouldn't use your password to access your account.<br>People don't know who you are online<br>Passwords make everything safe<br>People online aren't real. | |
| **Prior Knowledge** | |

| **Yr4** | **Yr5** |
|---|---|
| I can explain how my online identity can be different to the identity I present in 'real life'. Knowing this, I can describe the right decisions about how I interact with others and how others perceive me<br>I can explain ways that some of the information about me online could have been created, copied or shared by others<br>I can describe ways people can be bullied through a range of media (e.g. image, video, text, **chat**)<br>I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation)<br>I can explain how using technology can distract me from other things I might do or should be doing<br>I can suggest strategies to help me limit this time<br>I can describe strategies for safe and fun experiences in a range of online social environments. | I can demonstrate responsible choices about my online identity, depending on context<br>I can make positive contributions and be part of online communities<br>I can describe some of the communities in which I am involved and describe how I collaborate with others positively<br>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault<br>I can explain how to block abusive users<br>I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline / CEOP)<br>I can describe some strategies, tips or advice to promote healthy sleep with regards to technology |

## Future Learning

**Yr6**

I can describe ways in which media can shape ideas about gender
I can challenge and explain why it is important to reject inappropriate messages about gender online
I can demonstrate how I would support others (including those who are having difficulties) online.
I can explain why I should keep asking until I get the help I need
I can show I understand my responsibilities for the well-being of others in my online social group.
I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming)
I can assess and action different strategies to limit the impact of technology on my health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise)

**KS3**

understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns

## Possible Activities/Evidence

Show the 'Caught in a Web' video (produced by the BBC): http://www.bbc.co.uk/newsround/1390882 8 or http://www.youtube.com/watch?v=kgCNGvL0g1g
The video is about 15 minutes long and goes through several different themes including: Bullying, games addiction, under 13's pretending to be older, over 16's pretending to be younger (grooming)
Cyberbullying , http://www.bbc.co.uk/learningzone/clips/si nger-cher-lloyd-talks-aboutcyberbullying/14129.html
http://www.digizen.org/resources/cyberbull ying/films/uk/lfit-film.aspx- Let's Fight it Together Video
Activity: share the guidance in the link below with the children and now ask them to produce their 10 top tips for children when playing online gaming
http://www.staysafeonline.org/download/d ocument/316/stc_gaming_tips_for_kids.pdf
Discuss issues of copyright and downloading materials e.g. mp3, images, videos etc and reference sources used in their work.
Understand the uses of copyright and how they apply to their own work
Explore - http://www.museumofhoaxes.com/hoax/ph oto_database/image/tourist_guy/
Show the 'Caught in a Web' video (produced by the BBC): http://www.bbc.co.uk/newsround/1390882 8 or http://www.youtube.com/watch?v=kgCNGvL0g1g
Focus on the gaming addiction – come up with strategies that we could take. Present I a way of their choosing – electronically.

**MCQ's**

**Q1. What is *flaming* during live streaming?**

A. Sharing lots of emojis to show excitement
B. Posting angry or hurtful messages to someone online
C. Reporting someone who breaks the rules
D. Turning off comments during a stream

**Correct answer:** B

**Misconceptions represented:**

- A → Confuses high emotion with harmful behaviour
- C → Confuses flaming with responsible reporting
- D → Confuses moderation tools with negative behaviour

**Oral follow-up:**
Why might someone think flaming is "just joking"? What makes it harmful?

**Q2. Which actions best support healthy sleep when using devices? *(Select two)***

A. Turning on night shift mode
B. Playing online games until you feel tired
C. Taking regular screen breaks
D. Sleeping with your phone under your pillow

**Correct answers:** A and C

**Misconceptions represented:**

- B → Belief that tiredness alone signals healthy limits
- D → Belief that keeping a phone nearby improves safety or comfort

**Oral follow-up:**
Why doesn't night shift mode fix everything on its own?

**Oral follow-up:**
Why can comments like this affect people even if they are said as a joke?

**Q5. Who can children contact if they feel unsafe or worried online? *(Select two)***

A. Childline
B. CEOP
C. Any online influencer
D. The person sending the messages

**Correct answers:** A and B

( Childline )
( CEOP )

**Misconceptions represented:**

- C → Belief that popular online figures are trained helpers
- D → Belief that confronting the source always solves the problem

**Oral follow-up:**
What might stop someone from asking for help — and how could we overcome that?

**Q6. Which is the *best explanation* for why we should not share personal information in games?**

A. Because teachers say so
B. Because someone could misuse it
C. Because games don't need it to work
D. Because it slows the internet down

**Correct answer:** B

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|---|---|
| **Q3. A player in a game asks for your full name and school so they can "add you properly." What is the safest response?**<br><br>A. Share it because they seem friendly<br>B. Share only your first name<br>C. Do not share any personal information<br>D. Ask them for their details first<br><br>**Correct answer:** C<br><br>**Misconceptions represented:**<br><br>• A → Trust based on friendliness<br>• B → Belief that partial information is always safe<br>• D → "If they share, I can share" thinking<br><br>**Oral follow-up:**<br>Why can even small pieces of information be risky? | **Misconceptions represented:**<br><br>• A → Rule-based thinking without understanding risk<br>• C → Functional misunderstanding rather than safety reasoning<br>• D → Technical misunderstanding<br><br>**Oral follow-up:**<br>What could someone actually do with your personal information?<br><br>Whole-Quiz follow up questions<br><br>**"Which unsafe choice in these questions might feel harmless in the moment — and why?"**<br><br>→ Surfaces misconceptions about:<br><br>• "It's only a joke" (flaming)<br>• "It's only a game" (sharing information)<br>• "It's only an opinion" (gender stereotypes)<br>• |
| **Q4. Which message would be considered an inappropriate gender message?**<br><br>A. "Anyone can enjoy this game."<br>B. "Boys are better at gaming than girls."<br>C. "Let's make teams fairly."<br>D. "We all have different strengths."<br><br>**Correct answer:** B<br><br>**Misconceptions represented:**<br><br>• Confusing stereotypes with harmless opinions<br>• Not recognising subtle bias | **"What links healthy sleep, kind online behaviour, and not sharing personal information?"**<br><br>→ Strengthens understanding that:<br><br>• Digital wellbeing is about protecting both body and mind<br>• Online safety is proactive, not reactive<br>• Small everyday choices build long-term safety<br>• Responsibility applies even when adults aren't present |