

RHE coverage through Computing (Purple Mash)

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Online Relationships			Internet safety and harms			
<p>A. That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>B. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>C. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>D. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>E. How information and data is shared and used online.</p>			<p>A. That for most people the internet is an integral part of life and has many benefits.</p> <p>B. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>C. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>D. Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>E. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>F. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>G. Where and how to report concerns and get support with issues online.</p>			
Mental Wellbeing						
<p>H. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>I. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>						
Year 3	Lesson 1	L.I	Lesson 2	L.I	Lesson 3	L.I
3.2	<p>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.</p> <ul style="list-style-type: none"> To understand how the Internet can be 	<p>Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe.</p>	<p>To consider if what can be read on websites is always true.</p> <ul style="list-style-type: none"> To look at a 'spoof' website. To create a 'spoof' webpage. To think about why these sites 	<p>Children understand that some information held on websites may not be accurate or true.</p> <ul style="list-style-type: none"> Children are beginning to understand how to 	<p>To learn about the meaning of age restrictions symbols on digital media and devices.</p> <ul style="list-style-type: none"> To discuss why PEGI restrictions exist. 	<p>Children can identify some physical and emotional effects of playing/watching inappropriate content/games.</p>

	<p>used to help us to communicate effectively.</p> <ul style="list-style-type: none"> • To understand how a blog can be used to help us communicate with a wider audience. 	<ul style="list-style-type: none"> • Children can contribute to a concept map of all the different ways they know that the Internet can help us to communicate. • Children have contributed to a class blog with clear and appropriate messages. • Extension: Children understand that passwords help to limit who can see personal / private / confidential information. 	<p>might exist and how to check that the information is accurate.</p>	<p>search the Internet and how to think critically about the results that are returned.</p> <ul style="list-style-type: none"> • Children have accessed and assessed a 'spoof' website. • Children have created their own 'spoof' webpage mock-up. • Children have shared their 'spoof' web page on a class display board. 	<ul style="list-style-type: none"> • To know where to turn for help if they see inappropriate content or have inappropriate contact from others. 	<ul style="list-style-type: none"> • Children relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting.
	Lesson 3	L.I	Lesson 4	L.I		
3.5	<ul style="list-style-type: none"> • To learn how to use email safely. 	<p>Children have written rules about how to stay safe using email.</p> <ul style="list-style-type: none"> • Children have contributed to classmates' rules. 	<ul style="list-style-type: none"> • To learn how to use email safely. 	<p>Children have created a quiz about email safety which explores scenarios that they could come across in the future.</p>		
Year 4	Lesson 1	L.I	Lesson 2	L.I	Lesson 4	L.I
4.2	<p>To understand how children can protect themselves from online identity theft.</p>	<p>Children know that security symbols such as a padlock protect their identity online.</p> <ul style="list-style-type: none"> • Children know the 	<p>To identify the risks and benefits of installing software including apps.</p>	<p>Children can identify possible risks of installing free and paid for software.</p>	<p>To identify the positive and negative influences of technology on</p>	<p>Children can take more informed ownership of the way that they</p>

	<ul style="list-style-type: none"> • To understand that information put online leaves a digital footprint or trail and that this can aid identity theft 	<p>meaning of the term 'phishing' and are aware of the existence of scam websites.</p> <ul style="list-style-type: none"> • Children can explain what a digital footprint is and how it relates to identity theft. • Children can give examples of things that they would not want to be in their digital footprint. 		<ul style="list-style-type: none"> • Children know that malware is software that is specifically designed to disrupt, damage, or gain access to a computer. • Children know what a computer virus is. 	<p>health and the environment.</p> <ul style="list-style-type: none"> • To understand the importance of balancing game and screen time with other parts of their lives. 	<p>choose to use their free time.</p> <p>They recognise a need to find a balance between being active and digital activities.</p> <ul style="list-style-type: none"> • Children can give reasons for limiting screen time
Year 5	Lesson 1	L.I	Lesson 2	L.I		
5.2	<p>To gain a greater understanding of the impact that sharing digital content can have.</p> <ul style="list-style-type: none"> • To review sources of support when using technology. • To review children' responsibility to one another in their online behaviour. 	<ul style="list-style-type: none"> • Children critically about the information that they share online both about themselves and others. • Children know who to tell if they are upset by something that happens online. • Children can use the SMART rules as a source of guidance when online. 	<p>To know how to maintain secure passwords.</p> <ul style="list-style-type: none"> • To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. 	<p>Children think critically about what they share online, even when asked by a usually reliable person to share something.</p> <ul style="list-style-type: none"> • Children have clear ideas about good passwords. • Children can see how they can use images and digital technology to create effects not possible without technology. • Children have experienced how 		

				image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge.		
Year 6	Lesson 1	L.I	lesson 2	L.I	Lesson 3	L.I
Unit 6.2	<p>To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location.</p> <ul style="list-style-type: none"> • To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon. • To identify the benefits and risks of giving personal information and device access to different software. 	<p>Children have used the example game and further research to refresh their memories about risks online including sharing location, secure websites, spoof websites, phishing, and other email scams.</p> <ul style="list-style-type: none"> • Children have used the example game and further research to refresh their memories about the steps they can take to protect themselves including protecting their digital footprint, where to go for help, smart rules and security software. 	<p>To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.</p> <ul style="list-style-type: none"> • To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. • To begin to understand how information online can persist and give away details of those who share or modify it. 	<p>Children understand how what they share impacts upon themselves and upon others in the long-term.</p> <ul style="list-style-type: none"> • Children know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander. 	<p>To understand the importance of balancing game and screen time with other parts of their lives, e.g., explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.</p> <ul style="list-style-type: none"> • To identify the positive and negative influences of technology on health and the environment. 	<p>Children can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities.</p> <ul style="list-style-type: none"> • Children can give reasons for limiting screen time. • Children can talk about the positives and negative aspects of technology and balance these opposing views
6.4	Lesson 4 LI					

	Children understand the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying.					
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