Learning Objective: Relationship	Learning Outcomes:
To understand how to use the internet safely and recognise any dangers	- To recognise misinformation and misleading images online - To understand how to communicate safely online - To know your rights online and understand online pressures - To know what to share online - To understand online addiction - To know how to get help online
Vocabulary: social media, communication, content, consent, permission, gambling, addiction, report, misinformation, misleading, online footprint	**Thinking Skills:** - Show appreciation for the comments of others i.e. that is a good point/that has made me think about… - Question peers to support progress in an enquiry - Evaluate own evidence offered and that offered by others i.e. I think that example is… - Air feelings in a way that supports the enquiry - Encourage others to contribute to an enquiry - Evaluate in some detail the range of possibilities

Suggested Lessons	Aims of Sessions:	Content:
	Recap of prior learning:	
1	Recognise that not everything they see online is true or trustworthy	L.O. To recognise misinformation and misleading images online Skills Focus: Evaluate own evidence offered and that offered by others i.e. I think that example is… Show the children two images one before being edited and the other, which has been edited. Ask the children to work together to spot any differences. Use this as a springboard to ask the children why they think these images have been altered (e.g. for diet products)? Who is the audience? What is the purpose of the alterations? Show the children an image that has been heavily altered to look slim. E.g., the person in the image has a very small waist. Show the children what this would likely be using a tape measure and highlight that some people may naturally have a waist this small; however, not all do. Is it dangerous to promote this image for some people? Split the class into two groups. Ask one group to come up with a range of different physical dangers misleading images could create and one group who would create a list of emotional dangers that could impact on an individual. Each group to feedback, while the teacher lists the different dangers on a flipchart.

		Activity – Children to create a poster giving tips on how to spot when an image has been edited and the dangers that can be created from this. Refer children to flipchart for ideas.
2	• How to be polite and courteous in different situations and recognise the respectful behaviour they should receive in return	L.O. To understand how to communicate safely online Skills Focus: Evaluate in some detail the range of possibilities Start the session by providing the children with an example email. Make this a formal email and ask the children whom they think this would be sent to? Are there any hints in the way it was written? e.g. Dear sir/madam Children to feedback. Then explain to the class that when you are online you may communicate with others differently? How do you think the email would be different if it was sent to one of your friends? Can you think of any other forms of communication that may take place online e.g. Skype, Zoom calls, online audio chat. Link back to previous lessons by reminding children that you should still be respectful to others online and consequences for threatening others or unsocial behaviour is the same as if you were offline. Activity – Children to create two draft emails about the same subject e.g. support with home learning. One email would be addressed to their friend, another to the class teacher. Children to consider how these may be different based on the audience.
3	• How to recognise and identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them these situations • How to recognise and resist pressure to do something that makes them feel unsafe or uncomfortable (including online)	L.O. To know your rights online and understand online pressures Skills Focus: Question peers to support progress in an enquiry Link back to previous lessons on the rights we all have. Can anyone think of the different rights e.g. the right to feel safe, the right to life etc? Create a list of different rights that we all share and then ask the children to talk to their partners about which ones might be relevant online e.g. the right to feel safe. Provide the children with a scenario such as the one below: You are playing an online game and then you are invited to a chat with a group of people you don't know. When you are, in the group, everyone is really friendly and then one person asks you what school you go to and offers tokens/ in-game currency for the information. Ask the children to consider how they would feel in this situation. Why do you feel that way? What are the possible dangers? Why would they want that information? Take feedback from the class and then use that with a follow up situation. E.g., You respond that the information they want is private and then the whole group turns and starts to become quite

		cruel and threatening, including saying they already know where you live etc.

Bring the class back together. What should you do now? Link back to human rights and ask which ones might be broken at this point?

Create a solution with the class that involves the child leaving the chat and finding an adult for support. Reinforce that you should never give out your personal information as it links to your own right for privacy and safety.

Activity – Children to be given different scenarios for different websites and must come up with a safe solution to feed back to the class with. Use this as assessment before the final lesson on searching for help as you may introduce online reporting tools such as CEOP |
| **4** | • That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable

• Recognise how people's behaviour affects themselves and others, including online

• That people have the right to privacy | L.O. To know what to share online

Skills Focus:
Show appreciation for the comments of others i.e. that is a good point/that has made me think about…

Recap the previous lesson and ask the children what some of the dangers were. Highlight that the main danger was in sharing some personal information (link again to personal rights).

Share a range of pictures (could be of the teacher), that they want to post online. Include pictures that may have personal information such as the school name or details from banks (please make them fictitious). Ask the children to sort them into two groups of ones that are suitable to be posted online and ones, which are not. Ask the children to justify their reasons why.

Come back together and create a list of different personal information that shouldn't be shared publicly online. Are there any times when you might need to share personal information (e.g. when you are privately communicating with a family member and consent to the information being passed to them)? Highlight the difference between public and private. Also, highlight the need for consent.

Show the children a picture with a group on. If they are all friends, is it ok to share online? Link back to consent and explain that you should gain consent for posting images of others as they may not wish to have their image online and these reasons could vary and would potentially be private too. Continue the scenario by explaining that you shared it before gaining consent and then one of the friends complained. What are the dangers here? Go further and explain that you could take it down, but could it still exist online? Model using a snip tool to copy the image and show how it could be posted by anyone now. Highlight that this links to your online footprint and often when you post something it is there for all to see for a very long time. What are the dangers here? What if |

		you posted something that you have changed your mind about or is offensive? Could this effect you later in life? Activity – Ask the children to work in groups to create at least five things that you should do before posting something online. Come together to use this to create a checklist that can be displayed and referred to in future lesson.
5	• How to be active on a daily and weekly basis and how to make physical activity choices to support this - how to balance time online with other activities	L.O. To understand online addiction Skills Focus: Air feelings in a way that supports the enquiry Show the children the word addiction and ask them to create a definition for it. What different forms of addiction are there? Take answers and then pose the question of forms of addiction online. Use the definition to help guide the children's thinking e.g. something you feel you need to do and struggle to stop doing. Provide a scenario where a child is using a game online on their parent's phone and in the game, the character runs out of lives. An image pops up and says you can have 50 extra lives for £5. He clicks yes and then carries on playing. The levels get harder and harder very quickly and the child is getting frustrated but they are close to finishing the next level when the lives run out. This time another image pops up and says you can have another 10 lives for £5 or unlimited lives for £100. What are the risks here? What are the consequences? What if this happened every day for a few weeks? Who would have to pay, what might that mean for some families? Explain to the children that sometimes people can get addicted to online games and some companies that make games for children include this element within. Go further and explain that lawmakers are trying to change this and make some of these elements illegal but we still need to know what to do if we face any of these. Activity – Explain to the children that we want to get the word out about the dangers and want to give some guidance. Ask the children to write some guidance that could do out to parents/carers to help them recognise when an app or game has gambling/addictive features and what they could do. Allow children to research and if suitable include a group writing in the school newsletter.
6	• How to report behaviour that makes us feel unsafe or uncomfortable to a trusted adult and the importance of doing so	L.O. To know how to get help online Skills Focus: Encourage others to contribute to an enquiry If possible, invite a member of the community e.g. a police officer or community support officer to come in and speak to the class. Another option could be contacting a CEOP ambassador on their website to come in and talk to the class.

| | | Linking back to previous lessons ask the children who they can get help from if they are online e.g. parents, teachers etc.

Introduce the children to CEOP and the thinkyouknow.co.uk website. These websites can help educate and support us if we ever need to report anything worrying online.

Ask the children to get out a laptop, one between two if possible, and guide them to https://www.thinkuknow.co.uk/8_10/grown-ups/
Allow them to work through the website which should support them in being safe in the following areas:

Play – playing games online
Like – being kind to others online
Share – sharing videos and photos online
Chat – talking to others online
Lock – keeping information private
Explore – exploring the internet

Bring the children together at the end of the session and recap the above areas. |
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| **Evidence for assessment will be from:** | | • How friends and family communicate with each other and how the internet and social media can be used positively

• Knowing the difference between contact with someone online and face-to-face

• How to recognise risk in relation to friendships and keeping safe

• Recognise the types of content (including images) that are safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family

• How to recognise and respond if a friendship is making them feel worried, unsafe or uncomfortable

• How to recognise inappropriate pressure, contact or concerns about personal safety and how to respond to his by asking for help and advice |
Resources needed for project:		Scenario Cards
Challenge: All tasks are accessible but there is room for stretch or solo taxonomy.		Challenge through questioning and provide own links between lessons and own experiences.
SEND:		Scaffolds and in class support