

1 About this unit

UNIT SUMMARY

In this unit, children will review, discuss and edit the online safety rules they created in Year 4. They will recall their learning from the previous year's online safety lessons and then look at different scenarios to decide the best response to online safety incidents.

REPORTING ROUTES

In Year 5, children should know a range of ways to report concerns and inappropriate behaviour through:

- talking to a trusted adult
- calling Childline (0800 1111)
- clicking the CEOP button.

These points should be re-emphasised in any teaching and learning where children are working online.

If any safeguarding issues or concerns arise during this unit, you must follow your School Safeguarding Policy.

ONLINE SAFETY FOCUS

In this unit, children will:

- consider online safety scenarios encountered in Year 4 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules
- consider what new strategies they can apply to online safety scenarios, such as clicking the CEOP button
- review and edit their online safety guidelines
- develop their online safety rules so they are easily understood and appropriate for Year 5 pupils.

ENGAGING PARENTS AND CARERS

- In this unit, children will take what they have learned from the session and share it with their parents by asking them to review and apply their online safety rules at home.
- Consider running a start-of-year online safety assembly with Year 5 parents (or across all years if appropriate) to outline the online safety programme that the children will be following (see guidance on running sessions with parents on pages 9–10).

TEACHER KNOWLEDGE

- It is key that all classes have a set of online safety rules that children can refer back to throughout their time at primary school. The work of creating and reviewing online safety rules should always be done at the start of the year, following an online safety assembly.
- This lesson builds on the online safety program that children completed the previous year and should be used in conjunction with your school's existing Acceptable Use Policy.
- When children reach UKS2, they should be aware of other ways to report online concerns, such as clicking the CEOP button.
- Remember to retain these rules and pass them on when the children move to Year 6.

CROSS-CURRICULAR LINKS

Computing

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

2 Getting ready

ONLINE SAFETY PRINCIPLES

Think about how you can embed the online safety learning and outcomes from this unit within your whole-school online safety strategy through:

- whole-school e-team engagement
- online safety displays
- use of a website online safety area
- **Twitter** tweets. For example: 'This half term our Year 5 pupils are reviewing the online safety rules they will use throughout the rest of year.'
- a school newsletter. You may wish to paste the following advisory text for parents and carers into your school newsletter, or send home in book bags (see editable *Newsletter text* on My Rising Stars): 'This half term all pupils have been helping to create a set of online safety rules that they will follow at home and at school. All children will be sent home with a set of online safety rules. Please help them to stick these in a prominent place at home to reinforce the need to be safe online wherever they are. These rules should replace any rules from a previous year.'

THINGS YOU NEED

- Online safety rules created at the start of Year 4
- Interactive whiteboard or large sheet of paper

THINGS TO DO

- Run an online safety assembly (see page 11) before running this session.
- Familiarise yourself with the steps of this activity before running this online safety session.
- Watch the *Year 5 scenarios* video so you are clear about the online safety scenarios.
- To ensure that all children within Year 5 are following the same set of online safety rules, we suggest that you review children's rule change suggestions (from Step 3) with other Year 5 staff before creating one definitive list that can be used across Year 5. Decide in advance of the lesson how and when you will do this (ideally the same day for continuity, or at least within the following days). If you have a single form entry, you will not need to do this.
- Once you have agreed on a year group set of rules, insert them into the template of the *Online safety rules* photocopiable master to share with children.



MY RISING STARS RESOURCES

- *Year 5 scenarios* (.mp4)
- *Online safety rules* template (.pdf)



INCLUSION/THINGS TO CONSIDER

- Some children may be new to the school in Year 5. Consider asking them to share their experiences of online safety so they are able to participate equally.
- During discussions with children in this unit you may discover that some pupils are using the internet inappropriately or accessing websites or apps that are inappropriate for their age (for example, **Facebook**, **Snapchat** or **Instagram**). Be confident about discussing any such issues with parents as soon as you become aware of them.



USEFUL LINKS

- Example of acceptable use agreement for KS2 pupils from London Grid for Learning: www.lgfl.net/downloads/online-safety/LGfL-OS-AUP-Pupil-KS2-2016.docx
- Examples of online safety scenario cards from London Grid for Learning: www.lgfl.net/downloads/online-safety/LGfL-OS-Pupil-scenario-discussion-cards.pdf
- Childnet film winner – 'Making the internet a better place' (reference to smart rules): www.childnet.com/resources/film-competition/2014/primary-category-winners
- Advice and tips for staying safe online: www.bbc.co.uk/newsround/13910067
- BBC website with tips for online safety: www.bbc.co.uk/cbbc/curations/stay-safe

3 Running the lesson



Resources

- Online safety rules created at the start of Year 4
- *Year 5 scenarios* video
- *Online safety rules* photocopyable master (template left blank for children to fill out) – one per child

Possible outcomes

- The children will use their knowledge of online safety to review and edit the online safety rules they created in Year 4.

Step 1: Introducing the session

- Tell the children that in this session they are going to review the online safety rules they made last year.
- Explain that it is important to regularly review the online safety rules because the way the internet is used, and our knowledge and experience of it, changes over time.

Step 2: Reviewing online safety rules from Year 4

- On the interactive whiteboard/large sheet of paper, write 'Year 4 online safety rules'. Ask the children to recap them. Scribe their responses around the title.
- Ask the children to reflect on any specific situations where they have used the rules they created in Year 4, particularly over the school holidays. Did they come across any situations where the rules couldn't help them?
- Now ask the children to discuss all the things they have learned about online safety during the last school year. If you followed *Switched on Online Safety* in Year 4, prompt them by recalling peer pressure, **hacking** and **viruses**, spreading information and digital rights and responsibilities.
- Ask the children to think about the way they use the internet now compared to a year ago. Have they started using any new technology, for example, different devices or new apps? How do they use the rules at home with their family?
- Use this discussion to investigate the children's current online interests and habits.
- Now introduce a new reporting route: the CEOP 'Report abuse' button. Explain that this button can be clicked/pressed by any child who wants information and advice about online concerns. Can the children think of any circumstances where this button could be useful?

Step 3: Reviewing online scenarios

- Explain that to help the children review the rules, they are going to review some short video clips to decide the appropriate response to online situations.

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- Play the video, pausing when prompted to ask the children to discuss the scenario and reach a consensus on their response before proceeding to the next. Throughout this session, allow time for discussion to deepen the children's understanding and respond to any questions that may arise.
- Refer back to the interactive whiteboard/large sheet of paper and ask the children to discuss how they can improve these rules in light of all the new things they have learned including the use of the CEOP Report abuse button.
- Remind them that some rules may still be appropriate and some may need changing but remember that they should be simple and clear so they are easy to remember.
- Scribe their ideas for changes around the existing rules and, if possible, take a digital photograph to refer back to in your meeting with Year 5 staff.
- Now explain that all the Year 5 teachers are going to share all the ideas for online safety rules from their classes and come up with one set of rules that can be used across Year 5. Give children some sense of when these rules will be ready.

Step 4: Editing and finalising the rules

The remaining steps may take place up to a few days after the initial three steps, depending on when you can agree on a shared set of Year 5 online safety rules with the rest of your Year 5 team (see *Things to do*).

- If necessary, remind children of the work they did in the previous online safety session.
- Explain that the Year 5 staff have gone through them and come up with one set of rules for all of Year 5.
- Project the new Year 5 safety rules onto the interactive whiteboard. Highlight any differences with the set of rules they suggested in the previous step.
- Provide each child with the *Online safety rules* template (either a hard copy or electronic file). Ask children to write or type the set of Year 5 rules before printing (if appropriate) and placing in book bags to take home.

Step 5: Summing up

- Remind children that every time they are online, wherever that might be, they should use their rules to guide them and stay safe

4 Taking it further

- Ask the children to take their online safety guide home and share it with their family. They should place it somewhere where everybody can see it so the whole family can remember to stay safe online.
- Ask the children how they might use their expertise to advise children in younger year groups when they face an online safety issue.