

Objectives

Lesson	Title	National Curriculum Links	Objectives	Success Criteria	Vocabulary
6.7.1	iSecure	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<ul style="list-style-type: none"> Recognise the importance of never sharing passwords, except with parents or guardians Understand the importance of screen locks that protect devices Know how to create passwords that are hard to guess, yet easy to remember Choose the right security for their login settings, including two-factor verification 	<ul style="list-style-type: none"> The children can talk about the need for strong passwords 	privacy security two-factor (or step) verification encryption complexity hacker strong password personal information
6.7.2	iPrivate		<ul style="list-style-type: none"> customise privacy settings for the online services they use Make decisions about information sharing on the sites and services they use Understand what two-factor and two-step verifications mean and when to use them 	<ul style="list-style-type: none"> The children know that privacy settings can be adjusted They can talk about how privacy equals security 	privacy settings; security two-factor & two-step verification
6.7.3	iPlay		<ul style="list-style-type: none"> Children put what they have learnt about privacy and security into practice by playing an online game Tower of Treasure 	<ul style="list-style-type: none"> The children play an online game to set strong passwords and security settings 	Strong password; security; hacker; sensitive information
6.7.4	iKind		<ul style="list-style-type: none"> Identify situations of harassment or bullying online Evaluate what it means to be a bystander or upstander online Learn specific ways to respond to bullying when you see it Know how to behave if you experience harassment 	<ul style="list-style-type: none"> The children can talk about how being kind and upstanding can help turn difficult situations around 	bullying cyberbullying conflict bystander upstander harassment
6.7.5	iUpstand		<ul style="list-style-type: none"> See that being an upstander is a choice Learn there are different ways to intervene and be an upstander in a specific situation Choose how to respond from options that feel safe and appropriate to you 	<ul style="list-style-type: none"> The children discuss various ways that people can help out when they notice bullying behaviours 	bullying cyberbullying bystander upstander

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6.7.6	iNice		<ul style="list-style-type: none"> ★ Create your own response to the situation 		
			<ul style="list-style-type: none"> ★ Express feelings and opinions in positive, effective ways ★ Respond to negativity in constructive and civil ways 	<ul style="list-style-type: none"> ★ The children respond to scenarios and redirect negative interactions into positives ones 	bullying cyberbullying positive negative comment
6.7.7	iTone	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<ul style="list-style-type: none"> ★ Make good decisions when choosing how and what to communicate – and whether to communicate at all ★ Identify situations when it's better to wait to communicate face-to-face with a peer than to text them right away. 	<ul style="list-style-type: none"> ★ The children talk about how messages can be misinterpreted and ways to clarify meaning 	text face-to-face communication tone misunderstanding clarify
6.7.8	iGet Help	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<ul style="list-style-type: none"> ★ Recognise that seeking help for oneself or others is a sign of strength ★ Think out loud together about situations where talking it out can really help. 	<ul style="list-style-type: none"> ★ The children talk about situations where its helpful to talk things through with others and when to ask for help 	communication support advice
6.7.9	iReport	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<ul style="list-style-type: none"> ★ Be aware of online tools for reporting abuse ★ Consider when to use them ★ Talk about why and when to report the abuse 	<ul style="list-style-type: none"> ★ The children know that there are tools for reporting online about and when and why to use them 	report block abuse trusted adult