

Medium term plan: Year 5

Autumn 1	Autumn 2	Spring 1
Developing online safety guidelines	Social and emotional wellbeing and developing resilience	Responsible internet use
	Anti-bullying week (mid-late November)	Safer Internet Day (early February)
Start of year online safety assembly (see page 11)	Unit 5.2 – We are responsible for our online actions	Unit 5.3 – We are content evaluators Understanding advertising and endorsements online
Unit 5.1 – We are Year 5 rule writers Reviewing and editing our online safety rules	Understanding the impact of online behaviour	
Unit summary Children recall their learning from the previous year’s online safety lessons and then review different online safety scenarios to decide on the best response to these. They then review, discuss and edit the online safety rules they created in Year 4.	Unit summary Children learn that we must take responsibility for our own actions regardless of what others are doing. They take on the role of one of six characters in an online safety scenario and decide how each character should respond to the situation.	Unit summary Children discover that some online content creators are paid by companies to support their products. They learn to ask probing questions about online content and go on to create a simple rap or rhyming saying to remind them of ways of being discerning when viewing content online.
Online safety focus: <ul style="list-style-type: none"> • 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 ‘Report abuse’ button • Review and edit their online safety guidelines. • Develop their online safety rules so they are easily understood and appropriate for Year 5 pupils. 	Online safety focus: <ul style="list-style-type: none"> • Recognise that online behaviour can have real life negative effects on other people. • Understand that we must take responsibility for our own actions online, regardless of what other people are doing. • Critically assess all information surrounding an online safety scenario to decide whether it constitutes online bullying. • Use their knowledge of online safety to reach a consensus on the appropriate response to an online incident. 	Online safety focus: <ul style="list-style-type: none"> • Understand that some people get paid to endorse products online. • Develop a discerning attitude to online content so that they can confidently reach their own conclusions. • Appreciate the value of trusted adults in helping them reach an informed conclusion.
My Rising Stars resources <ul style="list-style-type: none"> ★ Year 5 scenarios (.mp4) ★ Online safety rules template (.pdf) 	My Rising Stars resources <ul style="list-style-type: none"> ★ My responses (.pdf) ★ Is this online bullying? (.ppt) 	My Rising Stars resources <ul style="list-style-type: none"> ★ There are no related resources for this unit.

Spring 2	Summer 1	Summer 2
Keeping information safe	Digital citizenship	Playing games and having fun
	ChildNet Film Competition (competition entries deadline mid-June)	
Unit 5.4 – We are protecting our online reputation Developing strategies to protect our future selves	Unit 5.5 – We are respectful of copyright Understanding and applying copyright laws	Unit 5.6 – We are game changers Understanding how game developers make money
Unit summary Children learn that posting inappropriate, rude or offensive content online can affect our online reputation. Through role-play, they discover the consequences of posting inappropriate content online.	Unit summary Children learn that copyright rules exist to protect original content creators. They review a scenario to work out if copyright rules apply and what the rights and responsibilities are of the parties involved. They then review how copyrighted content could be used in school, and provide alternatives for this.	Unit summary Children discover the different ways that game developers ensure their games are successful and make money. They learn strategies to help guide them when selecting and playing online games and apply their knowledge to create a safe online gaming guide for families.
Online safety focus: <ul style="list-style-type: none"> • Understand that posting inappropriate information online can cause regret later. • Understand how to manage their online reputation. • Understand that, although information posted on the internet might not always be true or accurate, it can last forever. • Understand that it is possible to search the internet for information about particular individuals. 	Online safety focus: <ul style="list-style-type: none"> • Understand that copyright laws exist to protect original content creators. • Understand that content they choose to use or upload on the internet may be subject to copyright laws. • Further develop their understanding of rights and responsibilities as digital citizens. 	Online safety focus: <ul style="list-style-type: none"> • Understand different business models for online games. • Understand that accounts for devices are linked to real-life bank accounts. • Understand that some features in online games and apps cost real money. • Understand that research, parental controls and device settings are tools we can use to help us game confidently.
My Rising Stars resources ★ <i>Online reputation statements (.pdf)</i>	My Rising Stars resources ★ <i>Copyright and me (.pdf)</i>	My Rising Stars resources ★ <i>Online gaming models (.ppt)</i>