

**Life Skills: Personal Safety in the home and community**

Subject curriculum intent:	All learning at NRHS is based on the principle that people should treat each other with respect whatever their gender, race, sexual orientation, religious belief, educational need or disability. In life-skills pupils will gain the knowledge to make a full contribution to their lives as adults.			
Intent for this topic:	In this unit, pupils will develop their understanding of how to keep themselves safe when using the internet. Pupils will know how to use social media safely and how to keep their accounts private and secure. Pupils will develop their awareness of the influence gangs can have and know where to seek help. Pupils will know the dangers of county lines and extremist organisations. This is in line with Prevent Strategy which is embedded within the whole curriculum.			
Core vocabulary needed for this subject/topic:	Safety, online, password, social media (Facebook, ticktock, WhatsApp, discord), stranger, gangs, extremism, terrorism.			
Vocabulary pupils will have accessed in other topics or subject areas:	Kind, unkind, safe, unsafe, friend, private, fake.			
Key vocabulary taught within this topic:	Key vocabulary, used in context, spoken, signed or symbols: safety, online, password, social media (Facebook, ticktock, WhatsApp, discord), stranger, gangs, extremism, terrorism.			
<b>Prior knowledge: what pupils may already have studied</b>				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	PHSCE	Keeping safe: being a good friend, staying safe online and at home.	Spring 2 Year 2	Understanding how to be a kind friend, be kind to others and use of kind words. Pupils may also already be able to recognise the rules to access the internet safely.
KS4	Computing	Accessing Information / Fake News / Corroborating Facts	Spring year 1	As above and building upon this by learning about fact checking information. Students will be aware of personal information that should not be shared.
Links to other subjects: RE				

**RRS Articles:**

**Article 16** - Every child has the right to privacy. The law should protect the child's private, family and home life.

**Article 17** - Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

**Article 36** - Governments must protect children from all other forms of bad treatment.

	OU WTE1	OU E1	OU E2	OU E3	OU Level 1
<b>Key learning:</b>					
<b><u>Subject specific knowledge</u></b>	<p>Is able to understand what personal information is.</p> <p>Understands what makes a person a 'stranger'</p> <p>Is able to choose from a given set of images/symbols or words why they shouldn't share their password with others e.g. somebody can take something that isn't theirs</p> <p>Understands that people online can try to hurt them using words/images or in person.</p>	<p>Understands there are different ways to communicate with people digitally e.g. email, online chat, apps</p> <p>Is aware that they should let somebody know what they are doing online/when using digital technology</p> <p>Understands who they should talk to if they have any concerns online/digitally e.g. being bullied, somebody trying to get information</p> <p>Is able to recognise the difference between safe and unsafe internet pages e.g. notices the web page lock (open/closed)</p>	<p>Understands they should only spend certain amounts of time online or using digital technology</p> <p>Is able to independently follow the S.M.A.R.T rules to keep them safe online</p> <p>Understands that a virus can damage their digital technology e.g. understands it can wipe files and steal information</p> <p>Understands that digital technology can be used for negative agendas e.g. radicalisation and extremism</p>	<p>Is able to monitor own time when using digital technology and comment on the negative effects of too much 'screen time'</p> <p>Is able to research a specific topic using various digital sources to verify content e.g. check for fake news articles</p> <p>Understands the term 'internet troll' and trolling and can give specific examples of what it is and how it is negative e.g. somebody upsetting people online</p>	<p>Is able to understand the dangers of communicating with people on the internet e.g. fake names, ages and people.</p> <p>Is able to identify the advantages of being able to communicate with people via the internet e.g. talking to friends and family in different countries</p> <p>Understands how different mobile apps work and can give reasons why they don't share personal information or buy goods from unknown app sources e.g. giving information to somebody via snapchat</p>
<b><u>Subject specific skills</u></b>	<p>Can choose an example of personal information e.g. name, date of birth</p> <p>Can identify images of people they know.</p> <p>Is able to create own password using symbols/images to keep their information safe</p>	<p>Can give at least 2 examples of people they should not share information with e.g. via email from an unknown address, via chat rooms on consoles</p>	<p>Can create a digital password using at least 2 forms of verification e.g. is able to answer personal questions</p>	<p>Can independently recognise different forms of cyberbullying and state how to get help e.g. people or organisations they can talk to</p> <p>Can independently outline the positive and negative uses of the internet</p>	<p>Can report technical issues relating to digital products to a service provider e.g. lack of internet connection, mobile phone data not updating etc</p> <p>Is able to set up a digital device independently using security settings personal to them e.g. locking a mobile phone, using privacy settings on social media etc.</p>

**Online resources**

<https://www.twinkl.co.uk/search?q=online+safety&c=244&ca=24&ct=sen&r=teacher>

<https://learning.nspcc.org.uk/research-resources/schools/safer-internet-resources> (information for staff)

<https://www.childnet.com/resources?for=sen>

**Evidencing Work**

All pupils work will be evidenced within their work folder.

Work will be annotated regarding what has been achieved and self-evaluated by the pupil.

Practical tasks may be evidenced using photographs/ target setting forms.