

The logo for Purple Mash, featuring the word "purple" in a purple font and "mash" in a white font, both on a black background that resembles a torn piece of paper.

**purple  
mash**

# **Computing Scheme of Work**

## **Unit 5.2 -**

## **Online Safety**



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# Introduction

For these sessions, the children will need to have their own individual logins to Purple Mash.

If you are currently using a single login per class or group and would like to set up individual logins yourself, then please see our guide to doing so at [Create and Manage Users](#). Alternatively, please contact support at support@2simple.com or 0208 203 1781.

The online safety units within the Computing Scheme of Work provide in-depth coverage of computing related online safety aspects. It is also beneficial to cover aspects of online safety within whole school and PSHE contexts. Schools in England may wish to refer to the [Purple Mash Education for a Connected World curriculum map](#). This maps the non-statutory guidance objectives by year group, giving examples of resources within Purple Mash that can be used to support the objectives that relate to Early Years, Key Stages 1 and 2.

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# Year 5 - Medium-term Plan

Lesson	Title	Success Criteria
<u><a href="#">1</a></u>	Responsibilities and Support when Online	<ul style="list-style-type: none"> <li>• Children critically about the information that they share online both about themselves and others.</li> <li>• Children know who to tell if they are upset by something that happens online.</li> <li>• Children can use the SMART rules as a source of guidance when online.</li> </ul>
<u><a href="#">2</a></u>	Protecting Privacy	<ul style="list-style-type: none"> <li>• Children think critically about what they share online, even when asked by a usually reliable person to share something.</li> <li>• Children have clear ideas about good passwords.</li> <li>• Children can see how they can use images and digital technology to create effects not possible without technology.</li> <li>• Children have experienced how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge.</li> </ul>
<u><a href="#">3</a></u>	Citing Sources	<ul style="list-style-type: none"> <li>• Children can cite all sources when researching and explain the importance of this.</li> <li>• Children select keywords and search techniques to find relevant information and increase reliability.</li> </ul>
<u><a href="#">4</a></u>	Reliability	<ul style="list-style-type: none"> <li>• Children show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.</li> </ul>

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# Lesson 1 – Responsibilities and Support when Online

## Aims

- To gain a greater understanding of the impact that sharing digital content can have.
- To review sources of support when using technology.
- To review children's responsibility to one another in their online behaviour.

## Success criteria

- Children think critically about the information that they share online, both about themselves and others.
- Children know who to tell if they are upset by something that happens online.
- Children can use the SMART rules as a source of guidance when online.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 5.2 page](#). From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you do not lose this page.

- [Safety recap cards](#). These consist of 13 words or questions, 13 definitions or answers and often further questions to answer and 6 cards that do not match with anything but have safety implications. Depending upon the size of your class, some children might get two cards, or you can keep some cards back to discuss as a class.
- [Smart Crew videos from Childnet](#)
- [Smart Crew 2Connect file](#). Save a copy of this file in the class folder and enable collaboration by



- clicking on this button ( ).
- [SMART rules poster](#) to be displayed in class. You could also download the SMART screensaver and desktop background. These are available in the Teacher Area > [Online Safety Resources](#).
  - Purple Mash 2Publish Plus – [Comic Strip](#) to be set as a 2Do.
  - Purple Mash Display board for the class to share to. [A teacher's guide to setting up a Purple Mash display board](#) can be found in the Teachers/Guides and Resources section of Purple Mash.
  - **Extension:** Set [SMART Thinking Writing Frame](#) as a 2Do

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## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims. Display <b>slide 3</b> and outline the success criteria.
Activity 1: Vocabulary	<p><b>Slide 4</b> describes three ways to use the Safety Recap cards.</p> <p>The children with the non-matching cards could respond in any number of ways; hopefully, they will <b>'report'</b> the content to you. Once the matching cards have been discussed, ask the children with the non-matching cards to come to the front. If they did report, praise them for this. Why do they think you put such cards in there? It is to give the children a model of being aware of the unexpected online and knowing what the right thing to do is when you come across it. You could discuss the safest response to each of these cards in turn.</p> <p><b>NB</b> If children have not completed the previous units, you can use this session as formative assessment to find gaps in children' knowledge and you might wish to use some sessions from other year groups to cover these. In this case spend extra time on the beginning of this lesson and do not start the comic strip.</p>
Activity 2: SMART Crew	<p>Use <b>slide 5</b>, an alternative to everyone watching each video is for groups within the class to watch one video on their own devices and contribute to that part of the 2Connect file. Each group could then present their part at the end.</p> <p>Use <b>slide 6</b>, clicking reveals the rules.</p>
Activity 3: Comic Book	Use <b>slide 7</b> to direct the activity.
Activity 4: Extension	<b>Slide 8</b> contains an extension.
Review Success Criteria	Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

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# Lesson 2 – Protecting Privacy

## Aims

- To know how to maintain secure passwords.
- To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this.
- To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.

## Success criteria

- Children think critically about what they share online, even when asked by a usually reliable person to share something.
- Children have clear ideas about good passwords.
- Children can see how they can use images and digital technology to create effects not possible without technology.
- Children have experienced how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge.

## Resources

- Post it notes: **Note: Teacher warning; during the first activity today, you will be asking children to write down their passwords and then share them – you will stop them before they have shared but there is a risk that some pupil passwords might need to be reset.**
- A (slightly riskier) idea is to create a 2Write file called 'Password Information' and save it in the class shared folder to use instead of the post-it notes. This is quite likely to result in passwords needing to be reset.
- If either of these plans is likely to cause too many issues in your school setting, then use the alternative activity suggested within the lesson plan.
- [Password quiz](#) set as a 2Do
- Children will be manipulating photos, so will need access to devices with webcams. Each child will need to take one selfie and save it in an accessible place.
- 2Paint a Picture tool (in Tools>Art and Design) [2Paint-a-Picture User Guide](#)
- Create a collaborative 2Write file called **Image Manipulation** and save this in the class folder. There is an example file in the unit main page, however, it would be better to copy and paste from this file one question at a time so that children focus on one question at a time.

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## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims. Display <b>slide 3</b> and outline the success criteria.
Activity 1: Review	<b>IMPORTANT NOTE</b> Whilst children are reviewing and completing the comic strips, explain that you need to do some computer admin and collect a list of all their passwords. Use one of the strategies: See note in the resources and detail below:

### Alternative (a) (see note in the resources section)

Give out the post it notes so that each child has one. Ask them to write their login and password on the post it. Ask children to pass them to the front of the class **BUT stop the children before they actually do this.** Ask them whether what they are doing is sensible?

Explain that they do need to think critically about what they are asked to do online, even if the request comes from a reputable source. They will often find themselves in the position of educating their parents or other adults about this.

Explain that, in case any passwords got seen by others, you will reset their passwords to their birthday month followed by their house number...

Hopefully, they will object to the having their password reset to their birthday month followed by their house number for the same reason. Come up with ideas for how best to distribute passwords.

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### Alternative (b) (see note in the resources section)

Open the 2Write file on the whiteboard and tell children they need to open the shared file from the class folder and enter their full name, PM login and password. Switch off the display of the screen.

Start the children working and remind them about the passwords. After 5/10 minutes. Stop the class and have a look at how many children have shared their passwords. Move the 2Write file to your own work folder so that children no longer have access to it.

Your next step will depend upon how many children have shared their password. The ideal is for no children to have shared, in which case, pretend to be cross and ask them why they did not do as you asked? Otherwise, discuss with them whether there is something wrong with what they just did, sharing passwords? Even if you cannot see them up on the whiteboard, the whole class had access to the file so anyone who has shared has shared with the whole class. What if someone were to then use your password to upload inappropriate content; effectively committing identity theft?

Explain that, in case any passwords got seen by others, you will reset their passwords to their birthday month followed by their house number...

Hopefully, they will object to the having their password reset to their birthday month followed by their house number for the same reason. Come up with ideas for how best to distribute passwords.

### Alternative (c) (see note in the resources section)

Tell the class that you have had to reset all the passwords and display a list of names and (incorrect) passwords on the whiteboard. Ask children to write down their password then ask them why you have caused them to be open to identity theft?

Explain that they do need to think critically about what they are asked to do online even if the request comes from a reputable source. They will often find themselves in the position of educating their parents or other adults about this.

Explain that you have not really done that, you will not write down their passwords, but you have reset them to their birthday month followed by their house number...

Hopefully, they will object to the having their password reset to their birthday month followed by their house number for the same reason. Come up with ideas for how best to distribute passwords.

Activity 2: Passwords

Use **slides 5-6**.

Explain that you will be requesting a password reset for those children who shared private details and emphasise that they are not genuinely in trouble; you were trying to catch them out.

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Activity 3: Image Editing	Use <b>slides 7-9</b> to explain the activity and demonstrate in Purple Mash. Clicking the icon will open the tool.
Activity 4: Image Manipulation	<p><b>Slide 10</b> introduces the activity. Copy and paste one question at a time from the example file to the collaborative 2Write file and discuss children’s ideas as the task proceeds. The semi-anonymous nature of this format should enable children who might not offer up feelings so readily in class to do so.</p> <p>After the discussion, reassure the class that this will not happen, if they are concerned by this conversation, they could open a blank 2Paint a Picture file and then save it as the same name as the picture that they don’t like. It will then overwrite that picture.</p> <p>Do they think that this discussion will change their behaviour to make them consider what they share?</p>
Activity 5: Extension	<b>Slide 11</b> contains an extension.
Review Success Criteria	Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

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# Lesson 3 - Citing Sources

## Aims


- To learn about how to reference sources in their work.
- To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.

## Success criteria

- Children can cite all sources when researching and explain the importance of this.
- Children select keywords and search techniques to find relevant information and increase reliability.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 5.2 page](#). From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you do not lose this page.

- [Plagiarism Quiz](#)
- [Citations Slideshow](#)
- Writing Frame [Fact Finding Citations](#). This writing frame requires children to research facts using either the Internet or books available in school. You can edit the question by using the teacher edit button  to overwrite the questions if you wish. **Set this as a 2Do for the class.**
- **Note:** Children will look at Google images because this is a source that they are likely to be using for images for homework or leisure. As Google is a site external to Purple Mash, check whether any screen buttons or options have moved prior to the lesson and adapt as necessary as Google does get changed regularly.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims. Display <b>slide 3</b> and outline the success criteria.
Activity 1: Plagiarism	If children have been following the previous online safety units, they will have encountered plagiarism in Year 4. See how much they remember by doing the

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	Plagiarism quiz as a class. The quiz is designed so the class is split into teams, teams select a question to try and if they get it correct, they select their team colour. Then play passes to the next team. Children cannot choose the same question that a team has just failed on as all the answers in this quiz are true/false answers.
Vocabulary	Use <b>slide 5</b> , clicking will reveal definitions, clicking further will reveal examples.
Writing Citations	Use <b>slides 6-7</b> .
Activity 2: Citation Writing Frame	Use <b>slide 8</b> to direct the activity. <b>Slide 9</b> provides an opportunity to assess whether children found the correct information.
Using Images	Use <b>slides 10-12</b> to relate copyright to images. There is a lot of information here, but the main idea is that children grasp the idea that they cannot take another person's work and do anything that they like with it.
Activity 3: Extension	<b>Slide 13</b> contains an extension.
Review Success Criteria	Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.

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# Lesson 4 - Reliability

## Aim

- Ensuring reliability through using different methods of communication.

## Success criteria

- Children show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 5.2 page](#). From here, click on the icon to set a resource as a 2Do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you do not lose this page.

- Create a collaborative **2Connect** file saved in the class folder as 'Communication'.

## Activities

Introduction	Display <b>slide 2</b> and outline the lesson aims. Display <b>slide 3</b> and outline the success criteria.
Activity 1: Finding Information	In answer to the question on <b>slide 4</b> , in the context of the current lessons, children will probably say books or the Internet. This lesson branches away to other methods of communication. The methods that your children have, or are likely to experience, will depend upon the make-up of your individual class. Pick those areas that cause the most issues within your school situation for discussion.
Activity 2: Communication Dilemmas	Use <b>slide 5</b> .
Face-to-Face vs Online	Use <b>slides 6-8</b> .
Activity 3: Extension	<b>Slide 9</b> contains an extension. The example image is enlarged on <b>slide 10</b> .

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Review Success Criteria	Review the success criteria from <b>slide 3</b> . Children could rate how well they achieved this using a show of hands.
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# Assessment Guidance

The unit overview for year 5 contains details of national curricula mapped to the Purple Mash Units. The following information is an exemplar of what a child at an expected level would be able to demonstrate when completing this unit with additional exemplars to demonstrate how this would vary for a child with emerging or exceeding achievements.

Assessment Guidance	
Emerging	<p>Children demonstrate a developing understanding of their responsibility to others as well as to themselves when communicating and sharing content online. They know what to do if they are upset by online content and know that there are rules such as the SMART rules to protect them (lesson 1).</p> <p>With support throughout, children demonstrate an understanding of what the SMART rules are but may find it difficult to apply all of these to using technology safely and respectfully (Unit 5.1 Lesson 1). They can create a simple comic strip to teach other children about online safety (Unit 5.2 Lesson 2).</p>
Expected	<p>Children demonstrate an understanding of their responsibility to others as well as to themselves when communicating and sharing content online.</p> <p>Children demonstrate a clear understanding of what the SMART rules are and how they should be applied to using technology safely and respectfully (Unit 5.1 Lesson 1). In lesson 1, children demonstrate that they are developing critical thinking skills in their online experience and know what sorts of inappropriate content should be reported.</p> <p>They can apply their knowledge in the creation of a comic strip to teach other children about online safety (Unit 5.2 Lesson 2). When doing image editing in lesson 2, they were able to see both the positive and negative consequences of technological developments including altering images both in terms of impact upon themselves and impact upon others.</p> <p>In lesson 3, children can explain why citations must be considered when using the work of others. They know that there is a convention for recording citations and can put this into practice in their work.</p> <p>In lesson 3, children's contributions demonstrate a growing awareness of the context of communication and an ability to view the communication from the intended audience's point-of-view.</p> <p>Most children will be able demonstrate that they understand what is meant by reliable and can build on their ability to identify reliable content. In lesson 3 while completing the citation writing frame, they were able to recognise that it is not a good idea to rely upon only 1 source for information.</p>
Exceeding	<p>Children are developing a deeper understanding of the interaction of the positive benefits and negative risks of innovative technology. They take advantage of these technologies in their work but are mindful of protecting themselves and others from harm.</p>

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## Assessment Guidance

Children demonstrating greater depth have a detailed knowledge of what the SMART rules are and understand how these are applied to using technology safely and respectfully. Furthermore, they understand the implications of improper use of technology and the internet (Unit 5.1 Lesson 1). They can apply their knowledge in the creation of a detailed comic strip to teach other children about online safety (Unit 5.2 Lesson 2).

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