ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: Wellbeing UNIT: I had a dream… CONCEPT: Conflict YEAR:5

BIG QUESTION	How can we keep ourselves safe online?	
END OF UNIT OUTCOME	Children to apply knowledge to create a leaflet about keeping safe online	
NC OBJECTIVES	• about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety	
WEEK	**KEY KNOWLEDGE**	**RESOURCES**
1	how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety	
RICH TASKS	Explain you will be watching a film called Play Like Share. What could the film be about? Organise the class into three groups and allocate each group a character. Ask children to predict character's responses. Representatives from each group present their predictions to class. Show Episode 1: 'Block him right good Alfie' Did you like the film? Were your predictions about the characters right? DISCUSSION: Alfie and the gamer What was Alfie doing at the start of the film? What problem did Alfie face? How might Alfie have felt when the gamer said to him 'Don't leave'? Why did the gamer offer Alfie some gaming reward points if he played with him?	Play like share video

ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: Wellbeing UNIT: I had a dream… CONCEPT: Conflict YEAR:5

	Introduce the notion of pressure. Children write definition in books and write about a time that they have felt pressured. How did they respond?	
2	• how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe	
RICH TASKS	Warning signs Remind children that when Alfie got home from school, he had lots of messages from the gamer. Suggest Alfie might have felt some 'warning signs' in his body. when we feel that something isn't right, our body tells us by giving us some signs. E.g. heart beating fast, feeling hot, knees feeling like jelly. Organise class into small groups. Children draw around one person in group and label the body with warning signs e.g butterflies in tummy. Children share with class when complete. Stress that warning signs are very important as this can be our bodies way of telling us when something isn't right, and when we might be feeling nervous or uncomfortable. Take photos and stick in wellbeing books	Paper – large Pens
3	• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family	
RICH TASKS	Privacy Settings What did Selfie do at the very end of the film? At first, who could see the broadcast and comment on their video? Why do you think Selfie chose to make their video public? What happened when Selfie made their group public? Talk through when and how we need to change privacy settings. Being kind to others online Explain to children that we are going to explore the part in the film where the Popcorn Wizards write a mean comment about Alfie. Give out character profile of popcorn wizard to half the class. The other half have Alfie profile. Class walk around and Alfie characters create a freeze frame. Popcorn wizards write a comment about Alfie on a post it note. How did it make you feel? Swap roles.	Character profiles Post it notes
4	• how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety	

ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: Wellbeing UNIT: I had a dream… CONCEPT: Conflict YEAR:5

RICH TASKS	Show Episode 2: 'Who's Magnus?' What is ok to share? Go through film and ask children to give thumbs up or down for what is ok to share – why? Why was Ellie so upset? Who could she talk to? As a class create a support circle for Ellie Who would be in your support circle? Children create support circle lists. Who would be the first person you go to? Why?	Who's Magnus?' clip
5	• how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety	
RICH TASKS	Play they have fans but we have friends clip. What clues made Alfie suspicious of Magnus? In the film we see different tactics being used Can you give examples of where these tactics are used? Threats – When someone says something bad will happen if you don't do what they say. Flattery – When someone says really, really nice things about you. Bribery – When someone offers you something in return for doing something. Too good to be true offers – When someone says they will do or give you something so good that it doesn't seem possible. Play spot the tactics game.	Tactics game rules/guidance
6	Revision of key knowledge	
END OF UNIT OUTCOME	Create a poster on what to do if people are unkind to you online	