

The logo for Purple Mash, featuring the word "purple" in a purple font and "mash" in a white font, both on a black background with a torn-edge effect.

**purple  
mash**

# **Computing Scheme of Work**

## **Unit 3.2 -**

## **Online Safety**



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# Introduction

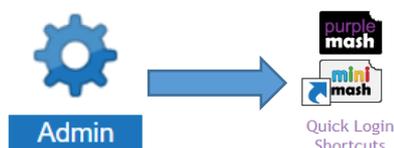
For these sessions, the pupils will need to have their own individual logins to Purple Mash.

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](mailto:support@2simple.com) or 0208 203 1781.

Check with the Purple Mash Administrator in your school (usually the coordinator) if you need to change the pupils' passwords. You can create picture passwords for the younger pupils but if you're not sure how to do this just give the 2Simple office a call and we can talk you through it or set them up for you!

Your school administrator can put a shortcut to your school's Purple Mash portal on the devices so there is an icon to use for Purple Mash to save time when the pupils are logging in. The tool to do this can be found in the Admin tab:



The pupils will discuss the importance of passwords and keeping passwords safe. What makes a safe password?

Pupils will discuss how communities connect, together, using the Internet and look at blogging as a way of connecting and communicating both in class and in school using Purple Mash.

The pupils will start to understand that not everything on the Internet is true and whilst it is a fantastic resource the pupils need to ask themselves, is it fact or fiction?

The pupils will have the opportunity to see a 'spoof' website and create their own 'spoof' webpage.

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# Medium-Term Plan

Lesson	Aims	Success Criteria
<u>1</u>	<p>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.</p> <p>To understand how the Internet can be used to help us to communicate effectively.</p> <p>To understand how a blog can be used to help us communicate with a wider audience.</p>	<ul style="list-style-type: none"> <li>• Pupils understand what makes a good password for use on the Internet. Pupils are beginning to realise the outcomes of not keeping passwords safe.</li> <li>• Pupils can contribute to a concept map of all the different ways they know that the Internet can help us to communicate.</li> <li>• Pupils have contributed to a class blog with clear and appropriate messages.</li> <li>• Extension: Pupils understand that passwords help to limit who can see personal / private / confidential information.</li> </ul>
<u>2</u>	<p>For pupils to consider if what they read on websites is true?</p> <p>To look at a 'spoof' website.</p> <p>To create a 'spoof' webpage.</p> <p>To think about why these sites might exist and how to check that the information is accurate.</p>	<ul style="list-style-type: none"> <li>• Pupils understand that some information held on websites may not be accurate or true.</li> <li>• Pupils are beginning to understand how to search the Internet and how to think critically about the results that are returned.</li> <li>• Pupils have accessed and assessed a 'spoof' website.</li> <li>• Pupils have created their own 'spoof' webpage mock-up.</li> <li>• Pupils have shared their 'spoof' web page on a class display board.</li> <li>• Extension: Pupils evaluate facts from a website and explain how they fact checked the information that was presented.</li> </ul>
<u>3</u>	<p>To learn about the meaning of age restrictions symbols on digital media and devices.</p> <p>To discuss why PEGI restrictions exist.</p>	<ul style="list-style-type: none"> <li>• Pupils can identify some physical and emotional effects of playing/watching inappropriate content/games.</li> <li>• Pupils relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting.</li> </ul>

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	To know where to turn for help if they see inappropriate content or have inappropriate contact from others.	
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# Lesson 1 – Safety in Numbers!

## Aims

- To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.
- To understand how the Internet can be used to help us to communicate effectively.
- To understand how a blog can be used to help us communicate with a wider audience.

## Success criteria

- Pupils understand what makes a good password for use on the Internet. Pupils are beginning to realise the outcomes of not keeping passwords safe.
- Pupils can contribute to a concept map of all the different ways they know that the Internet can help us to communicate.
- Pupils have contributed to a class blog (2Blog) about Purple Mash and Internet use.
- Extension: Pupils understand that passwords help to limit who can see personal/private/confidential information.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 3.2 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.

- If the pupils have been using picture passwords in Key Stage 1, it would be a good opportunity to ask your Purple Mash administrator in school to change these as the pupils are starting Key Stage 2.
- Pupils' login cards (if you have reset their passwords).
- [2Connect tool](#), to create a concept map. This is in the Tools area of Purple Mash.
- 2Blog. Create a class blog ready for the pupils to use. Theme: What are their favourite things on Purple Mash? Do they use the Internet at home and what do they use the Internet for? [Appendix 1](#) contains a quick guide on how to set up the blog. For more detailed information see the [Teacher's Guide](#).

## Activities

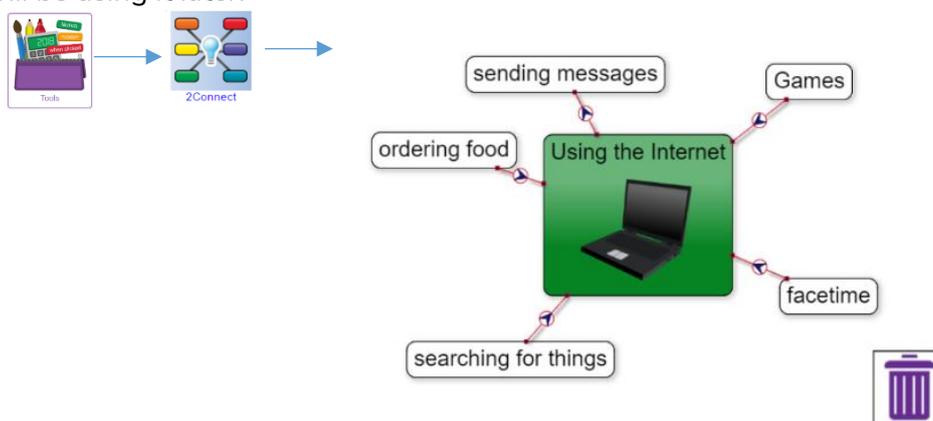
1. Talk to the pupils about why we need to use passwords to keep information safe online.
  - Why do we need a password for Purple Mash?
  - What happens if someone logs in with your username and password?
  - Why would the teacher still think it was you?
  - Why is it important to have a password that no one will know or guess?
  - Why is it good to have numbers and characters in your password?
  - Should you use your name, your street, your birthday, or your phone number as your password because they are easy to remember?
  - What other things do you use the Internet for, that you might need a password for?

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- If you have reset the pupils' passwords, explain that now they are in key stage 2, they are ready for more secure passwords rather than picture pins. Distribute the login cards. They will consist of a word (either an animal, colour or object followed by a 2-digit number).
- Is it sensible to use the same password for everything? Why? Do some passwords need to be extra secure? Financial passwords, passwords that will reveal further personal information if someone else guesses them.
- Create a 2Connect concept map with the pupils, showing all the different ways that the pupils use the Internet both at home and at school. Save this file in your work folder as you will be using it later.



- Allow some time for discussion about the distinction of appropriate and inappropriate use if relevant to your pupils' online activity.
- Explain that the pupils are going to be using something called a Blog to share their ideas within the class. Some pupils might have referred to blogs, or vlogs in the prior discussion and you can relate this to their experience. What topics have the blogs/vlogs that they have seen been about?
- Explain that in a blog you can share ideas including pictures and other people with permission to see the blogs, can comment or add their own ideas.
- Explain to the pupils that they are going to have a class blog all about some of their favourite things that they have used Purple Mash or other Internet resources for. What do the pupils enjoy doing online? Let us blog about it.
- Ask the class what the differences are between communicating face-to-face and online. The idea is to elicit the following ideas from the pupils:
  - Follow the same rules when communicating face-to-face and online.
  - Discuss how online communication can be misinterpreted.
  - The need to make your messages clear in online communities.

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- How it is easy to misunderstand a joke (or sarcasm) when it is written down. (see examples below or use your own – you could role-play these, giving the pupils the words to say on cards).

Q) How does the chicken smell?

A1) Through its beak

A2) Pretty bad

Child: My homework is too big.

Teacher: Don't worry, you'll manage it a bit at a time.

Child: I don't want to break it, it took me ages to do.

Teacher: I thought you said you hadn't done it. Please bring it in, I'm sure you did your best.

Child: No, it's too big.

Teacher: I thought you said you had done it? I'm getting a bit cross now.

Child: I have done it, but it's too big to carry on the bus! I made a sculpture of a volcano for science.

Q) Will you come and shoot some people at my party?

A) No, that sounds terrible. I'm calling the police.

Q) With your camera! I mean a photoshoot!

10. Show the pupils the blog set up ready for them to use. They will find the blog that you set up in the Sharing tab > Shared Blogs in Purple Mash.
11. Explain that only people in the class can see the blog, post, or comment now but in future you could make this blog available to the whole school to read or even to parents. They should bare this in mind when writing.



12. Demonstrate how to add a blog post (you can copy and paste the suggested text below to save time, if you wish):
  - Click on the add post button  on the top right of the screen.
  - Add a title (Introduction).
  - Add a summary (We used 2Connect to record the ways we use the Internet at home and in school).
  - In the Content section add the following (or your own adaption) (We are exploring the Internet and learning about keeping safe online. Here is a 2Connect Mind map

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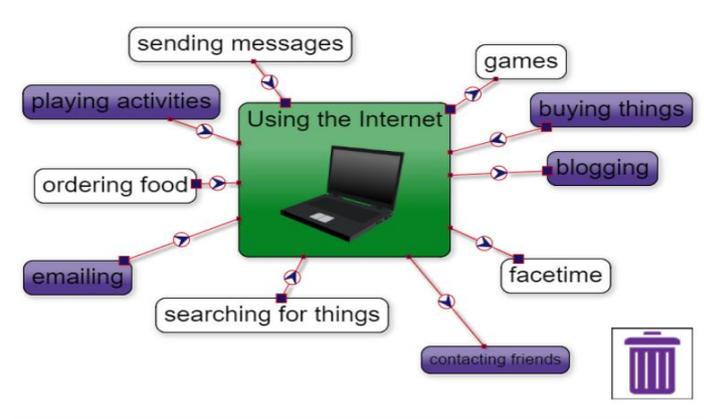


that we made as part of our first lesson. Add your own posts with your ideas about the uses, advantages, and disadvantages of the Internet. You can also comment upon other's posts. Remember, think about appropriate ways to communicate. Perhaps this is something that you would like to blog about?). Format the text.

- Press Enter to go onto a new line of the Content box. Click on the Work Pic  button.
  - Locate the 2Connect file and click 'Choose' to insert it into the blog post.
13. Save the post and you will get taken back to the blog with your post added. Explain that your post is added to the blog straight away as you are a teacher. When the pupils post, you will need to approve their posts before they become live.
  14. Ask pupils to explain why is this step is necessary? Hopefully, they will refer to the previous conversation about appropriate communication.
  15. At this point, you could go into the Manage Blogs tool (in Admin) and tick the skip approval process tick box but explain that this is just while it is lesson time so that pupils can see their posts and comments appear straight-away. You will be un-ticking it again after the lesson so if they add blogs from home, they should not expect them to appear straight-away. You could ask the class to remind you to do this at the end of the lesson.
  16. Pupils should now add their own brief post to the blog. Here are some suggested post topics:
    - What did you find out from your friends in our class blog?
    - Why do you think people set up blogs on the Internet?
    - How do you think blogs can help people?
    - What other topics do you think we could blog about in our class/our school?
    - Do you think everything you read in a blog will be true?
    - Some top tips for keeping your blog posts and comments appropriate.
    - **What should you share online; is it okay to share photos that you have taken of other people or information about other people? Should you do anything before sharing them?**
  17. Leave the blog set up for the pupils to see over a period (couple of weeks). Check whether you need to approve posts during this time.
  18. The blog will also provide additional opportunities for discussion in class and may also encourage those pupils less likely to engage in discussion, to come forward and talk about their blog entries.
  19. At the end of this period take some time with the pupils to look back at the 2Connect file that you created with them all about how they use the Internet.
  20. Can you add anything to your concept map that you have found out from your blog?
  21. Add the points from the blog to your concept map in a different colour.
  22. Look at all the new additions you have found out from the blog.

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**Extension:**

Pupils should open a new 2Connect file and create two nodes. In the first they type 'No Password', and in the second they type 'Password'. They think back to the class created 2Connect file that was created earlier – where would each mentioned item go? What other entries could be added that need/do not need a password?

What is the common factor about the items in the 'Need Password' area? (Personal / Private / Confidential information). Work can be saved in pupil's own area of Purple Mash

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# Lesson 2 – Fact or Fiction?

## Aims

- To consider if what can be read on websites is always true.
- To look at a 'spoof' website.
- To create a 'spoof' webpage.
- To think about why these sites might exist and how to check that the information is accurate.

## Success criteria

- Pupils understand that some information held on websites may not be accurate or true.
- Pupils are beginning to understand how to search the Internet and how to think critically about the results that are returned.
- Pupils have accessed and assessed a 'spoof' website.
- Pupils have created their own 'spoof' webpage mock-up.
- Pupils have shared their 'spoof' web page on a class display board.
- Extension: Pupils evaluate facts from a website and explain how they fact checked the information that was presented.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 3.2 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.

- [Blank webpage](#) file in 2Publish. This should be set as a 2Do for the class.
- Class Purple Mash Displayboard for pupils to add their work. See the [Teacher Guide](#) if you need assistance with this.

## Activities

1. Recap the previous discussion about how pupils use the Internet at home and how we use it in school. You could have the 2Connect file on display. One of the main uses of the Internet for us all is to look for information on the World Wide Web.
2. How do we know that all the information on websites that we look at is true?
3. Have the pupils ever stopped to think, who writes this information and how do we know we can trust them?
4. As the pupils start to use the web more to research information etc., it is important that they understand that not everything they read on websites might be true and to check things carefully before relying on just one source of information.

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5. There are many 'spoof' or 'fake' websites for you to search for and discuss with the pupils.
6. When visiting all external sites, spoof or real, it is the responsibility of the teacher to check for appropriate content.
7. One of the most popular is 'All About Explorers' - <https://www.allaboutexplorers.com/>. This website was written by teachers for pupils to learn not to believe everything they read online. It uses real explorers and provides fictional information about them and the pupils must find out what is not true. For this lesson we will be using the page on Christopher Columbus. - <https://www.allaboutexplorers.com/explorers/columbus/>



8. Talk to the pupils about the page. Read through it with the pupils. Explain to the class that Christopher Columbus was real but some of the information on the page is incorrect and fake. It is a spoof website.
9. Where else can we check out this information?
10. Show pupils how to use a search engine to look for corroborating information from a known source on Christopher Columbus. Among the information they could corroborate is:
  - Was Christopher Columbus really born in 1951?
  - Was Christopher Columbus really born in Sydney, Australia?
  - Did Christopher Columbus really die in 1906?
11. Explain to the pupils is important to use a known reputable source (search Purple Mash or National Geographic or Biography.com or BBC)
12. Look at the results and discuss how to select an appropriate, reputable website.
13. Should we rely just on the information we read on the website?
14. Talk to the pupils about how easy it is to write information and add it to a website.
15. If you have access to your own school website, show the pupils how you can add and change things on the site very quickly and there is no one to 'approve' your work in the way the teacher can approve what the pupils were sending to the Purple Mash, class blog.
16. Tell the pupils that they are going to create their own 'spoof' webpage.
17. We are going to write about something **amusing** which might get people thinking is it true?
18. We want our spoof sites to be **fun** and not harmful, hurtful, or upsetting.

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19. Use 2Connect to put together a concept map of ideas from the whole class, which could be used by the pupils to create a 'spoof' site. Alternatively, pupils could work in pairs to do this.
20. Remind the pupils that their spoof sites will not be published online but will be added to a class display board for everyone to access. I wonder who can create the most 'believable' page?
21. From the tools section in Purple Mash, select 2Publish Plus and from here select the Blank Web Page.
22. Ask pupils to open the Blank Web Page file from their 2dos.
23. Pupils should use the template to create their own spoof webpage and send it to the class display board or blog for everyone in class to access. They can draw their own pictures in the picture boxes.



### **Extension:**

Ask pupils to review an explorer from the website "All about Explorers" (<https://www.allaboutexplorers.com>). This is a spoof website created by teachers that looks authentic until you begin to read the information about the explorers in detail.

- What did the pupils doubt about the information that was presented to them?
- How did they check that the information was accurate? (Did they check with another source of information\look in a reference book?)

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- What did they learn? (To check information in more than one place).

Examples of the wrong information, and a checked correct version could be provided by the children to show how they fact checked the information



# Lesson 3 – Appropriate content and ratings

## Aims

- To learn about the meaning of age restrictions symbols on digital media and devices.
- To discuss why PEGI restrictions exist.
- To know where to turn for help if they see inappropriate content or have inappropriate contact from others.

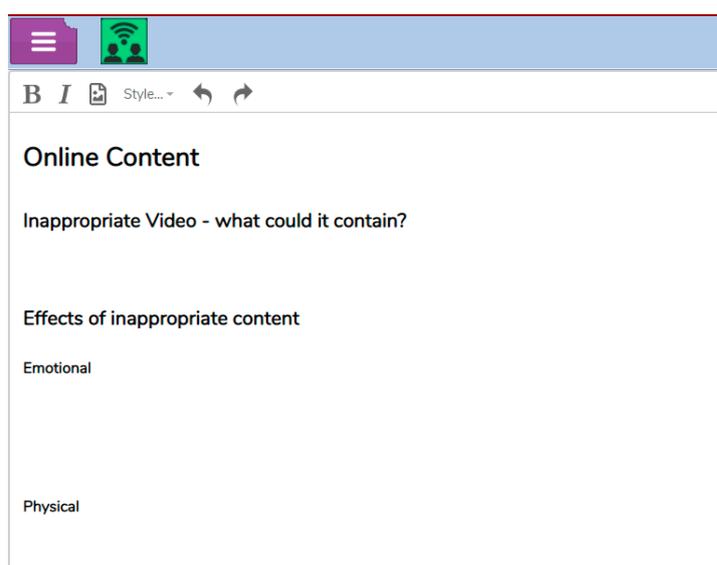
## Success criteria

- Pupils can identify some physical and emotional effects of playing/watching inappropriate content/games.
- Pupils relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 3.2 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.

- [Upsetting video writing frame](#); you will be watching the video starter for this as a class.
- [PEGI ratings pdf](#); to be used as a whiteboard resource.
- [Appropriate Content Quiz](#) to be set as a 2do.
- Create a **collaborative 2Write** file (you can find this app in the English area of the Purple mash tools) with the title 'Online Content', set up as follows, and save this to the class folder in Purple Mash.



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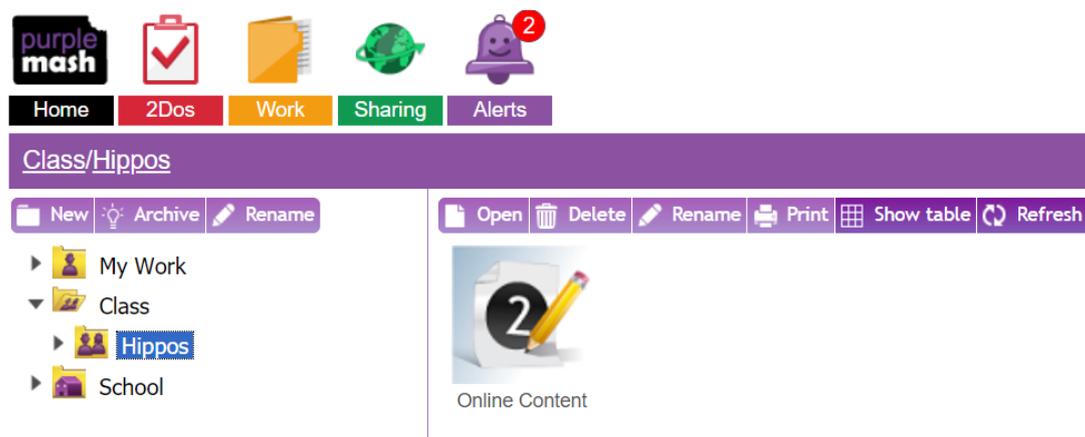
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- Ensure that pupils have access to shared folders and their safety settings are set to allow collaborative working, see [Appendix 2](#) for details of how to do this.
- On separate slips of paper write out the following sentences:
  - I am 12 years old
  - I am a boy
  - I live in a penthouse flat with a swimming pool
  - I think I go to your school, where is your school?
  - My mum asked me to get your address to send you something.
- **NOTE:** Step 10 includes an example of how schools track user content to this might not be the case in your school so use whichever safeguarding measure you put in place for this situation.

## Activities

1. Watch the video from [Inappropriate video writing frame](#) as a class.
2. Ask if this has happened to anyone in class? What about when playing games online?
3. Show the pupils how to open the collaborative 2Write file. They need to go to their Work tab in Purple Mash and then click on the little arrow to the left of the word 'Class', then click on their class name. They should then see the Online Content file in the main screen area. They should open this file.



4. Ask pupils to contribute their ideas to the 'Inappropriate video - What could it contain?' section. You might need to show them how to click on a free line or click the enter key to create a line to write on. Pupils should not close the document once they have contributed.

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## Online Content

### Inappropriate Video - what could it contain?

- Violence **Rebecca Summer**
- rude words
- Swearing **Felix Iodine**
- Rude things **Isla Scandium**
- Bad language
- Fighting and hurt people **Eleanor Nitrogen**
- scary music
- killing
- drugs **Blake Oganesson**

- The contributions should appear in real-time on the whiteboard, each child's location in the document will be tagged in a different colour. Show pupils that this demonstrates that their contribution is being tracked. **Note:** Once pupils click onto a different line or exit the document, these 'tags' are lost.
- Show the pupils the [PEGI ratings pdf](#), are the symbols familiar?
  - Discuss the points on the screen.
  - There are different symbols for films and for games.
  - Which ratings should they look for when watching films or playing games?
  - Are there places that films do not appear with ratings first to inform you? For example, YouTube. You need to be extra careful with such sites because you do not know from



the title what the film could contain, and you could see something that upsets you or scares you. If in doubt, do not watch it.

7. Now draw pupils' attention to the effect section of the 2Write file with both emotional and physical effects. Pupils could think about their own experiences to help them answer this. The semi-anonymous nature of this collaboration might encourage more reluctant pupils to share their ideas. Ask the pupils to write in note form unless their typing skills are strong, otherwise it might take a long time to get pupils' ideas. Ideas to elicit include both the immediate emotional and physical effects (including using bad language, being violent to others, getting into trouble personally, nightmares, anxiety) and the knock-on effect behaviourally; NOT doing other things with your time, fear of going out to play, lack of exercise, lack of sleep, loss of appetite. You can add additional questions to get pupils thinking.

**While most of the class is doing**

**step 7**, ask 5 pupils to help you with a special job. Explain that you need them to write some 'lies' on the 2Write file. Show them how to scroll to the bottom of the file and add a few lines (You might want to switch off your projector, so the rest of the class don't see). Then give each child a prepared sentence and ask them to type these sentences from their device. They should try not to draw attention to themselves, so the other pupils do not realise what they are doing.

8. Bring the class back together and discuss the effects that they have written about. What do the class think the Ollie should do about his feelings? Hopefully, they will suggest that he tells an adult; parent or teacher who can help him to sort out how he can feel better and can put an end to his brother showing him inappropriate things.
9. Scroll through the screen and pretend to notice the planted sentences at the end. HOW COULD THESE HAVE GOT HERE? Well, we can work out who wrote them can't we? – read the sentences and ask the pupils who in the class is 12/is a boy/lives in a penthouse with a pool? We cannot really work it out, can we? It seems that they have not told the truth. Unfortunately, people do not always tell the truth online and because you cannot see them there is no way of knowing.
10. Often people with the technical skills will be able to find out who sent the nasty message. Purple Mash has the facility to track who has created content in any of the tools and which device was used. This information can be used by schools to identify the culprit; therefore many schools note who uses which device for sessions.
11. A teacher can contact 2Simple who would be able to pinpoint the machines in use at the time. We also have a flagging facility where any rude words or certain terms are flagged by the system and reported back to schools. If anyone uses another person's login in or out of school to corrupt work, we can identify the ip address of the machine that was logged in and can help schools to identify the person who did this.

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12. Let the class know that the people who wrote the extra sentences were 'plants' in this case and thank them for their help.
13. Ask if any pupils play games where they are in the same game as other people online and can communicate with them. Do they always tell the truth or are they like the people who have written on the 2Write file?
14. Have they ever been scared or upset by someone online? Maybe they have played Minecraft, and someone has broken their building? Perhaps they have been scammed when swapping items in an online game with other players who they thought were trustworthy?
15. Has anyone ever asked for personal information online? Refer to the two 'plant' sentences that ask this? Why might someone want this information?

The responses will depend upon the experiences of your own class. It is important to emphasise that if anything happens online that upsets them, even if they think they did something wrong, they can tell a trusted adult who will help them to resolve the situation.

Bullying online is called cyberbullying and it is just as upsetting as 'real-life' bullying and the adults who care for them want to help them to be protected from this just like with any form of bullying.

16. Technology companies can use these skills to trace and deal with cyberbullies, you are never alone if you tell someone who can help you. You can also take a screenshot of anything inappropriate that a person says to you. Show pupils how to do this; this will depend upon your device:
  - Conventional keyboards have a Print Screen button. This copies the screenshot to your computer clipboard and then you can paste it into a word processor file.
  - You can also use a tool called the Snipping Tool (search for this on your computer), you can take a snip and then save it to your computer as an image.
  - On an iPad you need to press the home button and the off button at the same time to save an image to the gallery.
  - On many Android devices, press the off button and volume down button at the same time.

The last three methods will also record the time that the screenshot was taken, which might be useful.

17. Now give pupils the chance to try the try the How much do you know? Quiz and discuss the correct answers.

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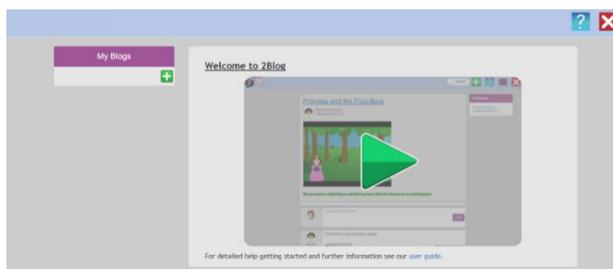
Tel: +44(0)208 203 1781 | Email: [support@2simple.com](mailto:support@2simple.com) | Twitter: [@2simplesoftware](https://twitter.com/2simplesoftware)



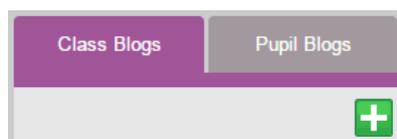
# Appendix 1 – Quick Guide to Setting up a Class Blog

It is important to note that there are really two linked Blog tools within Purple Mash: class blogs and pupil blogs. Pupil blogs are self-contained blogs that only the creating pupil can see and add to; these do not go through an approval process. Class blogs are set up so that several people can add posts, view and comment and all pupil comments and posts go through an approval process before others can see them. The teacher can convert pupil blogs into class blogs if required. You can turn off the approvals process for a class blog should you wish to improve the flow of a blogging lesson, but it is advisable to turn the approvals process back on afterwards.

1. To make a blog, open 2Blog from the Tools area or click on  then .
2. When you open 2Blog, an introductory video will be available.



3. Create a blog by clicking on the Add Blog button  in the My Blogs sidebar. Pupils will only see the My Blogs option in this sidebar. Teachers see two tabs: Class Blogs and Pupil Blogs.



4. On the next screen enter the following details for the blog:
  - Blog Name (Class 3B Explores the Internet)
  - Description (Details of the things we use the Internet for and safety issues to be aware of)
  - An icon
  - A background cover.
  - Do not tick the 'Skip approval' button as you will be demonstrating this to the class.
  - In the 'Who Can See' dropdown, select just your class and leave the tick boxes for 'Who Can Comment' and 'Who Can Post', ticked.

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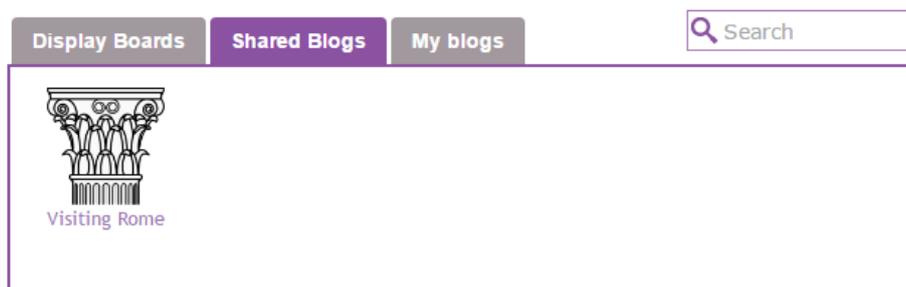
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- Once you have selected options and clicked 'Save', you can view the blog using the 'View Blog' button. The blog title will also appear in the My Blogs sidebar.

- Pupils access the blogs by clicking on the Sharing tab.
- Pupil (non-shared) blogs will appear on the My Blogs tab. Class blogs appear on the Shared Blogs tab.



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# Appendix 2

## Shared Folders

To check access to shared folders, do as follows:



Click on the Admin tab. 

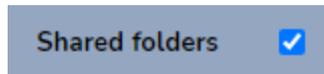


Open the Create and Manage Users tool.



Click on Pupils on the left-hand side.

Check the tick-box for one of you pupils and then click the Edit button on the top right.



The following check box will be ticked to allow sharing.

If this is not ticked, then the school Purple Mash administrator will need to change this setting for your pupils.

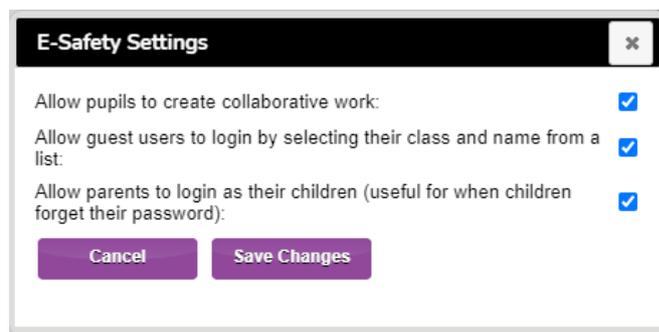
## E-Safety Settings

You will also need to allow collaborative work in the E-Safety Settings:



Click on the Admin tab. . Open the E-Safety Settings tool.

Tick the box 'Allow pupils to create collaborative work' and save the changes.



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# Assessment Guidance

The unit overview for year 3 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>With prompting, pupils can understand that it is important to have a secure password that is not shared with anyone else (Unit 3.2 Lesson 1. Point 1).</p> <p>Pupils can give a negative example of failure to keep passwords secure (Unit 3.2 Lesson 1. Point 1).</p> <p>Pupils are beginning to identify some of the main things to look for when deciding whether the information on a website is trustworthy or not (Unit 3.2 Lesson 2. Point 2).</p>
Expected	<p>Pupils understand the importance of a secure password and not sharing this with anyone else (Unit 3.2 Lesson 1 Point 1). Furthermore, pupils understand the negative implications of failure to keep passwords safe and secure and can suggest examples of good and poor passwords (Unit 3.2 Lesson 1 Point 1).</p> <p>When using the internet, pupils can appraise the accuracy of the information on a website and make decisions on whether it is a trustworthy source of information (Unit 3.2 Lesson 2 Point 2).</p> <p>In lesson 1, step 16, pupils have a choice of topics about which to blog. Most pupils will have gained an understanding that it is not acceptable to use the work of others or post images of others without consent.</p> <p>Most pupils recognise the PEGI ratings and can give examples of why content is rated and how this protects them (lesson 3)</p> <p>Most pupils can contribute to a class collaborative file about the effects of inappropriate content with useful suggestions (lesson 3).</p> <p>Most pupils can answer the quiz questions in lesson 3, their answers demonstrating that they are developing their understanding of the features of online communication. In lesson 1, their blog posts and comments are appropriate.</p> <p>Most pupils can express the need to tell a trusted adult if they are upset by anything online, in lesson 3 their responses illustrate that they have taken this message onboard.</p> <p>Most pupils will be able to use Purple Mash as a platform for collaboration. Specifically, they will create a spoof website for other pupils to read and share on a class display board (Unit 3.2 Lesson 2).</p>

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## Assessment Guidance

	In lesson 2, most pupils can use suitable keywords when trying to verify sources.
Exceeding	<p>Pupils demonstrating greater depth will be able to give a clear explanation and examples of why having a secure, confidential password is essential and give negative examples of it not being secure and confidential (Unit 3.2 Lesson 1 Point 1).</p> <p>Pupils will be able to appraise the accuracy of information shared on a website and provide suitable evidence to support their decisions on whether it is trustworthy or not (Unit 3.2 Lesson 2. Point 2).</p>

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