Medium term plan: Year 3

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 3.1 – We are Year 3 rule writers** Reviewing and editing our online safety rules	**Unit 3.2 – We are digital friends** Developing an awareness of online bullying	**Unit 3.3 – We are internet detectives** Assessing the trustworthiness of websites
Unit summary Children review, discuss and edit the online safety rules they created in Year 2. Children then recall their learning from the previous year's online safety lessons and then review different online safety scenarios to decide the best responses to online safety incidents.	**Unit summary** Children watch a series of short clips around online bullying and examine the role of each person involved. They then discuss the consequences of the action on the victim and perpetrator. Finally, they will review anti-bullying slogans.	**Unit summary** Children will understand that not everything on the internet is true. They will learn how to decide if a website is trustworthy and develop a checklist of these clues to critically compare a trustworthy and untrustworthy website from a given selection. Finally, they will apply their understanding when discussing this skill with parents at home.
Online safety focus: • Consider online safety scenarios encountered in Year 2 (both at school and at home) and appreciate how these new experiences can be used to refine their online safety rules • Consider what new strategies they can apply to online safety scenarios, such as calling Childline • Review and edit their online safety guidelines • Develop and edit their online safety rules so they are easily understood and appropriate for Year 3 pupils.	**Online safety focus:** • begin to understand that information shared online cannot always be controlled • develop a deeper understanding of the consequences of online bullying • understand the role of a bystander in online bullying.	**Online safety focus:** • use clues to make choices about which web pages they consider most useful and trustworthy • understand that not all links are safe or trustworthy • understand different ways to report concerns and inappropriate behaviour.
My Rising Stars resources ⭐ *Scenario cards (Year 3)* ⭐ *Online safety rules* template (.pdf)	**My Rising Stars resources** ⭐ *Scratch that!* (.mp4)	**My Rising Stars resources** ⭐ *Which websites are trustworthy?* (.pdf)

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 3.4 – We are aware of our digital footprint Understanding the digital trails we leave behind	**Unit 3.5 – We are netiquette experts** Practising good netiquette	**Unit 3.6 – We are avatar creators** Who do we really know online?
Unit summary Children learn what is meant by 'digital footprint' and that everything shared on the internet can be found, shared, broadcast and copied and that it lasts forever. They start to build a picture of their own digital footprint that can be shared with grown-ups at home.	**Unit summary** Children find out what is meant by **netiquette** and why it is important. They compare and contrast different styles of written communication and help compose a class response to an email and then create a netiquette guide to help promote good online behaviour.	**Unit summary** Children discover that online identities may be misleading or false. They create their own online avatar, and distribute these randomly and try to guess the identity of each creator.
Online safety focus: • Understand that every time we use the internet we leave a digital trail that can be found, copied, shared and broadcast • Understand that the things we upload onto the internet last forever.	**Online safety focus:** • understand that good online behaviour is important for making the internet an enjoyable place for everyone • understand that email is a widely used form of digital communication that lasts forever and can be shared.	**Online safety focus:** • understand that internet identities are actively constructed by the user • recognise that internet identities can be misleading or not representative of the creator • recall that personal information should not be shared by anyone online who we don't know in real life.
My Rising Stars resources ⭐ *Digital footprints* (.pdf)	**My Rising Stars resources** ⭐ *Email examples* (.pdf)	**My Rising Stars resources** ⭐ *Online identities* (.ppt) ⭐ *My avatar* (.pdf)