

Computing and RSE – Digital Well-being

Years Five and Six



digital well-being

social media

benefits

respectful

relationships

privacy

boundaries

appropriate

inappropriate

cyber-bullying

digital footprint

fake news

reliability

age restrictions

cookies

safe choices

reporting concerns

By the end of this unit, you will understand the positive and negatives of the internet. You will know how to stay safe and happy online. You will be able to behave respectfully online and be able to identify the inappropriate behaviour of others and know how to respond to that.

Important information



The history of the internet

Unlike technologies such as the light bulb or the telephone, the internet has no single “inventor.” Instead, it has evolved over time. The internet got its start in the United States more than 50 years ago as a government weapon in the Cold War. For years, scientists and researchers used it to communicate and share data with one another.

Today, we use the internet for almost everything, and for many people

it would be impossible to imagine life without it

The World Wide Web

A computer scientist named Vinton Cerf transformed the internet into a worldwide network. Throughout the 1980s, researchers and scientists used it to send files and data from one computer to another. However, in 1991 the internet changed again. That year, a computer programmer in Switzerland named Tim Berners-Lee introduced the World Wide Web: an internet that was not simply a way to send files from one place to another but was itself a “web” of information that anyone on the Internet could retrieve. Berners-Lee created the Internet that we know today.

Since then, the internet has changed in many ways. In 1992, a group of students and researchers at the University of Illinois developed a sophisticated browser that they called Mosaic (it later became Netscape). Mosaic offered a user-friendly way to search the Web: It allowed users to see words and pictures on the same page for the first time and to navigate using scrollbars and clickable links.

That same year, the American Congress decided that the Web could be used for commercial purposes. As a result, companies of all kinds hurried to set up websites of their own, and e-commerce entrepreneurs began to use the internet to sell goods directly to customers. More recently, social networking sites like Facebook and Instagram have become a popular way for people of all ages to stay connected

Did you know? Today, almost one-third of the world’s 6.8 billion people use the internet regularly. Therefore, it is very important to use it safely and appropriately.

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	Learning objective	What you will learn	Learning Review
	Holiday homework	You will track your digital technology use over two days. You will use the plan to map out how you could support your digital wellbeing.	
1	I can identify the benefits of the Internet and know how to look after my digital well-being.	You will share some age-appropriate uses of the internet and know that we use the internet. You will investigate the positive and negative uses of the internet. You will be able to explain the term digital well-being and consider ways to promote positive digital well-being	
2	I know how to stay safe, healthy and happy online and when I use digital technology.	You will recap the risks of the internet safety but know that those risks can be minimised in order to stay happy and safe online. You will learn some ways to protect yourself and create a tips booklet for other children of your age. You will understand the importance of getting help for online worries, concerns or frightens us and learn some steps for getting help or reporting concerns.	
3	I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships.	You will discuss some online platforms that can be used to develop respectful online relationships. You will role-play scenarios that depict respectful online relationships. The principles of offline friendship will be discussed and applied to online scenarios. You will be able to recognise inappropriate/harmful relationships.	
4	I know how to use social media responsibly to protect the health, well-being and rights of all.	You will come up with a definition of social media (what it is, what it does and how we use it). You will share your knowledge of social media outlets and discuss age ratings. You will work in groups to create thought showers of what are the positives and negatives of social media. You will know that some things are safe to share online and others are not.	
5	I know what online bullying is and what to do if I see or experience it to help make it stop.	You will consider how bullying might make a person feel. You will know that bullying is unacceptable and it can be against the law and people's rights. You will be able to identify the different types of online bullying. You will also be able to consider how being treated kindly can make a person feel	
6 (Internet Safety Day)	I understand not all information online is true and know how to assess the reliability of both text and images.	You will discuss how it can be difficult to differentiate between fact and opinion. You will be able to explain what online 'fake news' is, its purpose and its effects. You will be able to share how you feel about misinformation online. You should be able to share some of the choices you can make to keep you safe.	