E-Safety Unit trail – Year 6

Unit	Coverage
Unit 6.1 **We are adventure gamers**	• Pupils learn to program a simple text-based adventure game in Python. • It's important that pupils do not have admin privileges on their computers as Python can be used to provide access to shell/operating system commands. • An alternative is to use the trinket.io online Python interpreter: the pupils need to observe terms and conditions and the usual precautions about not sharing information publicly. • If the pupils base their games on published stories, they need to show respect for intellectual property in those works.
Unit 6.2 **We are computational thinkers**	• The pupils learn about some common algorithms, recognising that more efficient solutions to the same problem can reduce the impact of computation on energy and other resources. • They remix code on Scratch and Snap! websites, as permitted by Creative Commons licences for the code they work with, in much the same way as they might modify open source software. • Pupils who wish to register for accounts on these sites need to observe the associated terms and conditions, which typically require parental consent.
Unit 6.3 **We are advertisers**	• The pupils create short advertising videos. • They learn the importance of observing school policy in relation to videoing, and the need to obtain consent. • They think carefully about the implications of sharing content publicly on sites such as YouTube and consider how such publication would limit what they might include in their advert. • They recognise the need to use video search platforms in restricted or education specific modes and bring to mind what they should do if they encounter inappropriate content. • They learn to respect the intellectual property rights of others, and the need to observe licence terms for any content they do not create themselves.
Unit 6.4 **We are network technicians**	• The pupils learn about how networks, including the internet, operate. • They learn that data transmitted via the internet is not always encrypted. • They consider some of the implications for privacy, e.g. their 'digital footprint' associated with using the internet. • They become aware of the importance of DNS for safe use of the internet. • They have the opportunity to use command line diagnostic tools safely and responsibly. • They create posters or other documents to share their knowledge with others.
Unit 6.5 **We are travel writers**	• The pupils take photographs, video and audio recordings on an educational visit. • They should do so in accordance with school policy and any regulations of the venue for their visit. • They should make sure they have permission if they are photographing a person, and of the landowner if on private property. • Pupils learn about geotagging GPS location data in photographs and smartphone tracklogs, and consider the privacy implications of this. • Pupils think carefully about what media, metadata and information it is safe, respectful and responsible to share publicly. • There is the opportunity in this unit for pupils to use their own smartphones or tablet computers, which should be done in accordance with relevant school policies.
Unit 6.6 **We are publishers**	• The pupils create a school magazine or yearbook. • They consider carefully the implications of including photographs of pupils in their work, recognising that typically names would not be used in captions and that they should have permission to publish any pictures they use. • They respect school policies and relevant legislation. • They also recognise that intellectual property exists in other pupils' work and that this should be respected, so include such excerpts only with permission. • They also learn that sensitive personal information should not be included in publications such as these, thinking carefully about what this means in practice.