



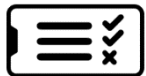







	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Health, Well-being and Lifestyle 	Privacy and Security 	Online Bullying 	Copyright and Ownership 	Managing Online Information 	Online Relationships 	Online Reputation 	Self-Image and Identity 
Y1	<p>To identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>Consisting of: Explaining things that they are allowed/not allowed to do when using technology/the internet. Name some things that might make them happy/unhappy/angry/sad when they use technology and the internet. Name at least one trusted adult who can help them stay safe when using technology/internet.</p>	<p>To describe who would be trustworthy to share this information with and explain why they are trusted.</p> <p>Consisting of: Identify and name examples of their own personal information. Name people they trust and why.</p>	<p>To describe ways that some people can be unkind online and explain how this can make them feel.</p> <p>Consisting of: Say what being 'unkind online' means to them. Give specific examples/ways that people can be unkind through technology and the internet. Name different emotions that someone may feel in their online experiences. Recognise differences between kind and unkind behaviours. Recognise that being unkind online can make them feel less pleasant emotions (such as angry, upset, worried and sad).</p>	<p>To name my work so that others know it belongs to me.</p> <p>Consisting of: Understand the benefits of naming my electronic work. Demonstrate ways of naming files to help me find them later.</p>	<p>To understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.</p> <p>Consisting of: Understand that we can encounter a range of things online including things we like and don't like. Understand that we can encounter things online which are real or make believe / a joke. Explain how to get help if I see content that makes me feel sad, uncomfortable, worried or frightened. Understand how to get help from a trusted adult.</p>	<p>To explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p> <p>Consisting of: Understand the online world is full of things we might not like to see. Understand that sometimes things online are designed online to encourage us to click 'yes' or 'accept' because they want us to agree to things or take us to view something else we didn't intend. Identify when to seek advice from a trusted adult before clicking online. Identify who they might ask if they are not sure or have concerns.</p>	<p>To recognise that information can stay online and could be copied.</p> <p>Consisting of: Understand that information that is shared online can stay there for a very long time. Explain that information can be copied off the internet. Understand that information about me can be copied by others.</p>	<p>To recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p> <p>Consisting of: Explaining that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. Give different examples of how to say 'no' ect.</p>
Y2	To explain simple rules for using	To describe and explain some rules	To explain what bullying is, how	To recognise that content on the	To explain what voice activated searching is	To explain why it is important to be	To explain how information put	To give examples of issues online



	<p>technology in different environments and settings (at school and at home).</p> <p>Consisting of: Recount either rules, guidance or conversations around their own use of technology that they think are important. Identify a range of simple health/ well-being issues on which technology can impact. Explain how they can reduce the impact of these issues when using technology. Explain ways in which they can self-manage their use of technology or with support from their parent/carer/mentor.</p>	<p>for keeping personal information private (e.g. creating and protecting passwords.)</p> <p>Consisting of: Describe the difference between information shared on public platforms (YouTube) and privately (WhatsApp/Direct message). Identify the appropriate types of content that can be shared online and suggest ways to protect this.</p>	<p>people may bully others and how bullying can make someone feel.</p> <p>Consisting of: Identify some characteristics that are typical of bullying behaviour (online and offline). Consider the motives behind bullying behaviour. Show awareness of the range of emotions that people involved in a bullying situation may feel.</p>	<p>internet may belong to other people.</p> <p>Consisting of: Identify digital content that belongs to them. Describe why content on the internet may belong to others.</p>	<p>and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p> <p>Consisting of: Explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. Explain why some information I find online may not be true.</p>	<p>considerate and kind to people online and to respect their choices.</p> <p>Consisting of: Understand what being considerate/kind means. Describe what someone might feel like if you were unkind to them. Describe ways in which I can try to be kind both offline and online.</p>	<p>online about someone can last for a long time.</p> <p>Consisting of: Explain how to find information online. Find information online that is older than I am. Understand that my information can stay online for a very long time.</p>	<p>that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p> <p>Consisting of: Recognise issues online that might make me feel sad, worried uncomfortable or frightened. Explain who I can go to for help. Know how to ask for help.</p>
<p>Y3</p>	<p>To describe some strategies, tips and advice to promote health and wellbeing with regards to technology.</p> <p>Recount the concept of healthy sleep.</p> <p>Can identify activities when using technology that could negatively impact on sleep.</p>	<p>To give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.</p>	<p>To recognise when someone is upset, hurt or angry online.</p> <p>I understand bullying behaviour can make someone feel upset, hurt or angry I am aware of online behaviours that may show that someone is feeling upset, hurt or angry</p>	<p>To explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this can cause.</p> <p>To understand that we all have rights over the content we create.</p>	<p>To use key phrases in search engines to gather accurate information online.</p> <p>I can use key phrases in search engines.</p> <p>I can explain what autocomplete is.</p> <p>I can explain how to choose the best suggestion.</p>	<p>To explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>I can explain what it means to 'know' someone.</p> <p>I can give different examples of how well I know</p>	<p>To explain who someone can ask if they are unsure about putting something online.</p> <p>I understand what 'personal' information is I know that I must always ask before I share</p>	<p>To explain what is meant by the term 'identity'.</p> <p>I can explain what is meant by the term 'identity'. I can explain how I can represent myself in different ways online. I can explain ways in which and why</p>



	<p>Can offer simple strategies to manage technology before bedtime.</p>	<p>Demonstrate an awareness of the people I trust.</p> <p>Make decisions about what information they share and with whom.</p>	<p>I understand that someone may try to pretend they are not upset, hurt or angry online</p>	<p>To know that whilst the internet may be 'Free' not all content is 'Free to use'</p>	<p>I am aware that autocomplete suggestions may not be truthful.</p>	<p>people eg friends, family, teachers. I can explain the differences between 'knowing' someone online compared to offline.</p>	<p>information about others online I can name 3 different places or people that I can go to if I am unsure if information is safe to share</p>	<p>I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</p>
Y4	<p>To explain how using technology can be a distraction from other things, in both positive and negative way.</p> <p>Give examples of tech/online activities that effectively hold their attention and engagement.</p> <p>Explore the value they place in different tech/online activities (e.g. priorities, more important/less important than...)</p> <p>Recognise some of the limitations that tech/online activities may place on their attention (e.g. when I'm playing on my PS4, I can't be with my friends in the park,</p>	<p>To explain that internet use is never fully private and is monitored (e.g. adult supervision).</p> <p>Explain the reasons why internet use may be monitored.</p> <p>Understand how monitoring services are used to keep children and users safe online.</p> <p>Structure an argument from one perspective and convey this with effective and clear contributions.</p>	<p>To identify a range of ways to report concerns and access support both in school and at home about online bullying.</p> <p>I would know who to speak to if someone I know was being bullied online. I can identify different support that is available to someone who is being bullied online. I understand if someone is at risk of harm I need to tell a responsible adult.</p>	<p>To search on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>Demonstrate ways of recognising who might own online content. Explain what reuse is.</p> <p>Give examples of when they are/are not permitted to reuse online content.</p>	<p>To identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.</p> <p>I can explain why information I see online may be personalised.</p> <p>I can identify some of the methods used to get my attention online.</p> <p>I understand that the information I see may be targeted based on my interests</p>	<p>To give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).</p> <p>Understand that communication online does not have to be text-based. Understand that a variety of communication methods have been developed specific to online communication eg gifs, memes. Understand that the appropriate use of technology specific communication eg meme and gifs depends on</p>	<p>To explain ways that some of the information about anyone online could have been created, copied or shared by others.</p> <p>I understand that others may search my name online to find information about me I know that not all information about me online may have been posted online by me I understand that people may alter information or put untrue information about me online</p>	<p>To explain how my online identity can be different to my offline identity.</p> <p>I can explain how my online identity can be different to the identity I present in 'real life'. I can explain the reasons for and against changing your identity online and explain how someone might do so. I can describe the right decisions about how I interact with others online and how this will impact on how</p>



	when I'm watching my favourite YouTuber, I can't practise my spellings, etc.)					circumstance and context	with or without my knowledge	others perceive me
Y5	<p>To explain how and why some apps and games may request or take payment for additional content (in-app purchases) and explain the importance of seeking permission from a trusted adult before purchasing.</p> <p>Explain what in-app purchasing is (including loot boxes).</p> <p>Identify the benefits but also the risks of in-app purchases.</p> <p>Know that I should always ask permission when making an online purchase.</p>	<p>To describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>Recognise that app permissions allow access to our personal information. Understand the relationship between the value of data and the ethics of collecting that data. Be aware that the data we share is valuable to app developers.</p>	<p>To recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p> <p>I can explain some differences between online and offline bullying I know some of the different ways people can be hurtful to others online I know how to be an 'upstander' online</p>	<p>To give some simple examples of content which I must not use without permission from the owner (e.g. videos, music, images).</p> <p>Demonstrate ways of recognising who might own online content.</p> <p>Explain what reuse is.</p> <p>Give examples of when they are/are not permitted to reuse online content.</p>	<p>To explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p> <p>I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.</p> <p>I understand what criteria have to be met before something is a 'fact'.</p> <p>I can explain how to evaluate evidence to determine its credibility. I can identify how to get help from a trusted adult if needed.</p>	<p>To describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)</p> <p>I can describe what it feels like to be safe online. I can list a number of things I can do to make sure I have a positive and safe experience online.</p> <p>I can give examples of when I have used or may have to use these in my online life.</p>	<p>To describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.</p> <p>I can use a search engine to search for information about other people and present that information for others to read I understand that the information I find may not be accurate I understand that people may make judgements against others on the information that they find</p>	<p>To explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p> <p>Understand the issue of impersonation and how this can impact on my personal online reputation and relationships. Describe some of the motives behind online impersonation.</p>



<p>Y6</p>	<p>I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (eg. Age restricted gaming or web sites).</p> <p>I can explain why some online activities have age restrictions.</p> <p>I can explain how children can be pressured into watching or doing something online.</p> <p>I know who I can talk to if other people pressure me into doing something that makes me feel uncomfortable.</p>	<p>To know what the digital age of consent is and the impact this has on online services asking for consent.</p> <p>I can describe how some online services may seek consent to store information about me; I know what the digital age of consent is; I know how to get help if I am unsure about consenting to an online service.</p>	<p>To describe how to capture bullying content as evidence (e.g. screen grab, URL, profile) to share with others who can help me.</p> <p>I know there are different ways to gather evidence of bullying behaviour online. I know some different ways to use technology to protect myself from bullying behaviour. I know it's important to talk to a trusted adult about being bullied online.</p>	<p>To demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>Demonstrate ways of searching for reusable content.</p> <p>Select content that is appropriate for reuse in my own work.</p> <p>Understand how to reference online sources in my own work.</p>	<p>To describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).</p> <p>Understand that some online content may be commercially promoted.</p> <p>Know what is meant by content that is sponsored or boosted.</p> <p>Understand that some influencers or vloggers are paid to promote items.</p> <p>Recognise that where content is sponsored, it is not always apparent.</p>	<p>To describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>Understand the concept of consequence online and give examples. Understand that reactions to events online can determine the consequences. Understand that sharing online can be positive as well as negative and be able to give examples of both.</p>	<p>To explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p> <p>I can explain what a digital personality is. I can explain strategies anyone can use to protect their 'digital personality' and online reputation. I can explain how online anonymity can protect online reputation.</p>	<p>To explain how identity online can be copied, modified or altered.</p> <p>I can explain someone's online identity can be different to their identity in 'real life'.</p> <p>I can describe how someone might change their identity online. I can explain the positive reasons for changing your online identity and the negative reasons for doing so.</p>
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