

Education for a Connected World 4-7's

Self-image and identity		
Reception	Year 1	Year 2
<p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>		
<p>I can 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. NOS - What does uncomfortable, embarrassed and upset mean?, What can we do if someone makes us feel uncomfortable, embarrassed or upset online or offline?, Who are your trusted adults? Homework - A1</p>	<p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. NOS- What do I do when something makes me feel sad, worried or... A1 (teacher led activity) Computing Online safety Lesson 2. Autumn Term 2</p>	<p>I can explain how other people may look and act differently online and offline Project Evolve - Me and My Avatar - A1 RSHE lesson 2</p>
	<p>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. NOS- What I want to look like online - A1 (independent activity) - Homework. Lesson 2 Autumn Term 2</p>	<p>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help Project Evolve- How going Online Makes You Feel , Getting Help - A1. RSHE lesson 2</p>
Online Relationships.		
<p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice. Project Evolve hasn't got this for Year 2 yet, so if it still isn't available by Autumn 2 will use NOS</p>		
<p>I can recognise some ways in which the internet can be used to communicate. NOS - What does Communicate mean (quickly) A2</p>	<p>I can give examples of when I should ask permission to do something online and explain why this is important. Project Evolve is it okay to...? A2. Computing Online safety Lesson 1. Autumn Term 1</p>	<p>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country) Project Evolve Reaching out, Who, what, why? A2 RSHE lesson 2</p>
<p>I can give examples of how I (might) use technology to communicate with people I know. NOS - How can we communicate using technology, Can I communicate with this or not? Homework- A2</p>	<p>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). Project Evolve Let's Communicate, Who do you know?, Let's Design A2. Computing Online safety Lesson 1 &3. Autumn Term 1 & Spring Term 1</p>	<p>I can explain who I should ask before sharing things about myself or others online Lesson3 Spring Term 1</p>
	<p>I can explain why it is important to be considerate and kind to people online and to respect their choices. Project Evolve Kindness costs nothing, What could be done? Sp2 Computing Online safety Lesson 1&3. Autumn Term 1 & Spring Term 1</p>	<p>I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. Lesson 4 Spring Term 2</p>
	<p>I can explain why things one person finds funny or sad online may not always be seen in the same way by others. Project Evolve -Not Available yet Computing Online safety Lesson 1&3. Autumn Term 1 & Spring Term 1</p>	<p>I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. Kapow Online safety Lesson 4 Spring Term 2</p>
		<p>I can identify who can help me if something happens online without my consent. Lesson 4 Spring Term 2</p>
		<p>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. Kapow Online safety Lesson 3 Spring Term 1</p>
		<p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. Lesson 4 Spring Term 2</p>
Online Reputation		
<p>This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p>		
<p>I can identify ways that I can put information on the internet. NOS - Technology Treasure Hunt, Can We Connect To The Internet With It Or Not?- Homework Sp1</p>	<p>I can recognise that information can stay online and could be copied. Project Evolve Information Time Travel Sp1 Lesson 4 Spring Term 2</p>	<p>I can explain how information put online about someone can last for a long time. Project Evolve Long time online, Online information table Sp1. Lesson 1 Autumn Term 1</p>
	<p>I can describe what information I should not put online without asking a trusted adult first. Project Evolve Personal and Private, Resource sheet. Sp1 Lesson 4 Spring Term 2</p>	<p>I can describe how anyone's online information could be seen by others. Project Evolve Public or Private Sp1. Lesson 1 Autumn Term</p>
		<p>I know who to talk to if something has been put online without consent or if it is incorrect. Project Evolve Helping Hands or RSHE? Lesson 1 Autumn Term 1</p>

Online Bullying		
This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.		
I can describe ways that some people can be unkind online. NOS - How can people be unkind online? SP2	I can describe how to behave online in ways that do not upset others and can give examples. Project Evolve Happiness Scale - SP2 Lesson 3 Spring Term 1	I can explain what bullying is, how people may bully others and how bullying can make someone feel. Project Evolve Where can bullying be found?, Emotions chart. SP2 or RSHE Lesson 2
I can offer examples of how this can make others feel. NOS - How Does it make someone feel?, Homework - SP2		I can explain why anyone who experiences bullying is not to blame. RSHE Lesson 2
		I can talk about how anyone experiencing bullying can get help. Project Evolve Supportive Sunflower, Resource Sheet or RSHE Lesson 2
Managing Online Information		
This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing		
I can talk about how to use the internet as a way of finding information online. NOS - How can I use the internet to find out information? -S1	I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching). Project Evolve Where and How S1	I can use simple keywords in search engines. Project Evolve Keyword Captain S1
I can identify devices I could use to access the internet. NOS- What devices can I use to access the internet? Homework S1	I know / 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. Project Evolve Who and Why? S1	I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). Project Evolve Keyword Captain S1
	I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. Project Evolve Who and Why? S1	I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). Project Evolve Tech talk and truth, Resource sheet RSHE lesson 1
		I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. Project Evolve Tech talk and truth, Resource sheet Lesson 5 Summer Term 1
		I can explain why some information I find online may not be real or true. Project Evolve Tech talk and truth, Resource sheet Lesson 5 Summer Term 1
Health, well-being and lifestyle		
This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.		
I can identify rules that help keep us safe and healthy in and beyond the home when using technology. NOS What are the rules when using technology at home and at school? A1	I can explain rules to keep myself safe when using technology both in and beyond the home. Project Evolve Healthy and Safe Choices, Rule Headings OR RSHE?	I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. Project Evolve Explaining Effective Strategies SP2 RSHE lesson 2
I can give some simple examples of these rules. NOS What are the rules when using technology at home and at school? A1		I can say how those rules / guides can help anyone accessing online technologies. Project Evolve Changing the rules SP2 RSHE lesson 3
Privacy and Security		
This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.		
I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). NOS What is your personal information? S2	I can explain that passwords are used to protect information, accounts and devices. Project Evolve Why do I need a password? S2 Computing - systems and networks improving mouse skills Autumn Term 1	I can explain how passwords can be used to protect information, accounts and devices. Project Evolve Passwords are keys, Strong and poor passwords S2 Kapow online safety lesson 2 Autumn Term 2
I can describe who would be trustworthy to share this information with; I can explain why they are trusted- NOS What can you share your personal information with and why?, Who can you trust with your personal information? Homework S2	I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names Project Evolve Personal Information, Cards for Personal information , Who can help me? S2 RSHE lesson 3	I can explain and give examples of what is meant by 'private' and 'keeping things private'. Project Evolve Making Choices, What could you say? S2 Kapow online safety lesson 2 Autumn Term 2
	I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. Project Evolve Personal Information, Cards for Personal information , Who can help me? S2 Computing - systems and networks improving mouse skills Autumn Term 1	I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). Project Evolve Making Choices, What could you say? S2 Kapow online safety lesson 2 Autumn Term 2
		I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions Project Evolve Connected Homes, a connected home RSHE lesson 1
Copyright and Ownership		

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.		
I know that work I create belongs to me. NOS How do I know work belongs to me? S2	I can explain why work I create using technology belongs to me. Project Evolve Whose is this?, Resource Sheet Computing - programming Bee bots lesson 2 Spring Term?	I can recognise that content on the internet may belong to other people. Project Evolve Scavenger Hunt, Bingo cards Computing - systems and network lesson Autumn Term?
I can name my work so that others know it belongs to me. ANY TIME THROUGHOUT THE YEAR	I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). Project Evolve Whose is this?, Resource Sheet Computing - programming Bee bots lesson 2 Spring Term?	I can describe why other people's work belongs to them Project Evolve Scavenger Hunt, Bingo cards Computing - systems and network lesson Autumn Term?
	I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content) Project Evolve Guess the file,	
	I understand that work created by others does not belong to me even if I save a copy. Project Evolve Not Available Yet	

Education for a Connected World 7-11's

Self-image and Identity			
Year 3	Year 4	Year 5	Year 6
<p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>			
<p>I can explain what is meant by the term 'identity'. Project Evolve - Identifying Online Profiles - A1 RSHE lesson 3</p>	<p>I can explain how my online identity can be different to my offline identity. Project Evolve Examining Online Profiles -A1 Computing - Collaborative learning A1</p>	<p>I can explain how identity online can be copied, modified or altered. Project Evolve- Guess the word, Avatar Adjustments (use www. yoki.com to create avatars)- A1. RSHE lesson 2</p>	<p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. - Project Evolve - Toy Advert - A1 (if there is time if not need to fit in elsewhere) RSHE lesson 4</p>
<p>I can explain how people can represent themselves in different ways online. NOS -What does identity mean and how can we represent ourselves differently online? -A1 (Teacher led activity). RSHE lesson 3</p>	<p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. Project Evolve Examining Online Profiles -A1 Computing - Collaborative learning A1</p>	<p>I can demonstrate how to make responsible choices about having an online identity, depending on context. Project Evolve - Improving Online Profiles, My Top Tips For Sharing Identity Online. - A1</p>	<p>I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. Project Evolve - Report Worries, Online Reporting Survey - A1. Kapow Online safety lesson 1 Autumn Term 1</p>
<p>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why. Project Evolve - Identifying Online Profiles - A1. RSHE lesson 3</p>	<p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. Project Evolve - Online Personas, What would you do? - A1 Choose your own path (if there is time). Computing - Collaborative learning A1</p>		<p>I can explain the importance of asking until I get the help needed. Project Evolve - Report Worries, Online Reporting Survey - A1 Kapow Online safety lesson 1 Autumn Term 1</p>
Online Relationships.			
<p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>			
<p>I can describe ways people who have similar likes and interests can get together online. Project Evolve Let's get together, Mind Map A2. RSHE lesson 4</p>	<p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. live-streaming, gaming platforms). Project Evolve Safety First!, Feeling safe and unsafe Kapow Online safety lesson 5 Summer Term 1</p>	<p>I can give examples of technology- specific forms of communication (e.g. emojis, memes and GIFs). Kapow Online safety lesson 2 Autumn Term 2</p>	<p>I can explain how sharing something online may have an impact either positively or negatively. Kapow Online safety lesson 2 Autumn Term 2</p>
<p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline Project Evolve Know or No? , Do You know them> cards, Who do you know?A2 RSHE lesson 4</p>	<p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. Project Evolve Time to Respect, 'Respect or disrespect' vocabulary, Online scenarios A2. Kapow Online safety lesson 5 Summer Term 1</p>	<p>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. Project Evolve Where's the harm in that ? A2.1 Kapow Online safety lesson 2 Autumn Term 2</p>	<p>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. Kapow Online safety lesson 2 Autumn Term 2</p>
<p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. Project Evolve Like me ? Trust me?, Do you like them? cards, Do you trust them? Cards RSHE? RSHE lesson 4</p>	<p>I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. Project Evolve Time to Respect, 'Respect or disrespect' vocabulary, Online scenarios A2 Kapow Online safety lesson 5 Summer Term 1</p>	<p>I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). Project Evolve Community Spirit, My online community A2.2 Kapow Online safety lesson 2 Autumn Term 2</p>	<p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs Kapow Online safety lesson 2 Autumn Term 2</p>
<p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. Project Evolve Trust or no trust?, Trust Vocabulary, Who do you trust? To trust or not to trust?, What information and with whom? RSHE RSHE lesson 4</p>		<p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. Project Evolve Support and report, Resource sheet RSHE? Kapow Online safety lesson 2 Autumn Term 2</p>	<p>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. Kapow Online safety Kapow Online safety lesson 2 Autumn Term 2</p>
<p>I can explain how someone's feelings can be hurt by what is said or written online. Project Evolve How does it feel? Kapow Online safety RSHE lesson 4</p>		<p>I can demonstrate how to support others (including those who are having difficulties) online. Project Evolve Support and report, , 'Who would you report to ?' cards RSHE? Kapow Online safety lesson 2 Autumn Term 2</p>	
<p>I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. Project Evolve Caring about sharing A2.2 RSHE lesson 4</p>			
Online Reputation			
<p>This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p>			
<p>I can explain how to search for information about others online. Project Evolve Me, Myself and I Sp1 Kapow Online safety lesson 4 Spring Term 2</p>	<p>I can describe how to find out information about others by searching online. Project Evolve Open Book?, Information about me resource sheet Sp1 RSHE lesson 2</p>	<p>I can search for information about an individual online and summarise the information found. Project Evolve All as it seems? Sp1 Kapow Online safety lesson 3 Spring Term 1</p>	<p>I can explain the ways in which anyone can develop a positive online reputation. Project Evolve What I know, What I share, Resource sheet Kapow Online safety lesson 3 Spring Term 1</p>
<p>I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. Project Evolve Caring about Sharing, Diamond Nine resource sheet A2.2 RSHE lesson 4</p>	<p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others. Project Evolve Open Book?, Information about me resource sheet Sp1 RSHE lesson 2</p>	<p>I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect. Project Evolve All as it seems? Sp1 Kapow Online safety lesson 3 Spring Term 1</p>	<p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. Project Evolve Digital personality pro Kapow Online safety lesson 3 Spring Term 1</p>
<p>I can explain who someone can ask if they are unsure about putting something online. Project Evolve Caring about Sharing, Diamond Nine resource sheet A2.2</p>			
Online Bullying			
<p>This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>			
<p>I can describe appropriate ways to behave towards other people online and why this is important. Project Evolve Spiky the Spider A1 RSHE lesson 3</p>	<p>I can recognise when someone is upset, hurt or angry online. Project Evolve How to spot if someone is being bullied online? Resource sheet Sp2 RSHE lesson 2</p>	<p>I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. Project Evolve Spot the difference SP2.1 Kapow Online safety lesson 4 Spring Term 2</p>	<p>I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. Project Evolve Top tips if you experience online bullying Kapow Online safety lesson 4 Spring Term 2</p>
<p>I can give examples of how bullying behaviour could appear online and how someone can get support. Project Evolve Fill in the missing words, Spiky the Spider A1 RSHE RSHE lesson 3</p>	<p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). Project Evolve Bullying Behaviour 101 SP2 RSHE?RSHE lesson 2</p>	<p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. Project Evolve not available yet Kapow Online safety lesson 2 autumn Term 2</p>	<p>I can explain how someone would report online bullying in different contexts. Project Evolve Who, what, when, where, why?, Resource sheet RSHE lesson 3</p>
	<p>I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). Project Evolve Alan the alien, Resource sheet Sp2 RSHE lesson 3</p>	<p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. Project Evolve Supportive conversation framework, Resource sheet Sp2.2 Kapow Online safety lesson 4 Spring Term 2</p>	
		<p>I can identify a range of ways to report concerns and access support both in school and at home about online bullying. Project Evolve Supportive conversation framework, Resource sheet Sp2.2. Kapow Online safety lesson 4 Spring Term 2</p>	
		<p>I can explain how to block abusive users. Project Evolve How to block and report, Resource Sheet Sp2.1 Kapow Online safety lesson 2 Autumn Term 2</p>	
		<p>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix). Project Evolve Supportive conversation framework, Resource sheet Sp2.2 Kapow Online safety lesson 4 Spring Term 2</p>	
Managing Online Information			
<p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing</p>			
<p>I can demonstrate how to use key phrases in search engines to gather accurate information online. Project Evolve Autocompleter Sp2 Kapow Online safety lesson 1 Autumn Term 1</p>	<p>I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. Project Evolve I know, I think, I believe (Same as Y3?) NOS doesn't really have anything for this for Y4 Computing - Skills showcase HTML Spring Term ? Computing - Collaborative learning A1</p>	<p>I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result. Project Evolve Choose Wisely Computing -systems and networks - search engines lesson 1 A1</p>	<p>I can explain how search engines work and how results are selected and ranked. Project Evolve Gaming the algorithm S1.1</p>
<p>I can explain what autocomplete is and how to choose the best suggestion. Project Evolve Autocompleter Sp2 Kapow Online safety lesson 3 Spring Term 1</p>	<p>I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). Project Evolve Savvy search S1.1 Kapow Online safety lesson 1 Autumn Term 1</p>	<p>I can explain what is meant by 'being sceptical': I can give examples of when and why it is important to be 'sceptical'. Project Evolve All that glitters S1 Computing -systems and networks - search engines lesson 2 A1</p>	<p>I can explain how to use search technologies effectively. Project Evolve Gaming the algorithm S1.1</p>
<p>I can explain how the internet can be used to sell and buy things. Project Evolve Follow the money Sp2 Kapow Online safety lesson 1 Autumn Term 1</p>	<p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. Project Evolve Lingo Bingo, Resource sheet Kapow Online safety lesson 2 Autumn Term 2</p>	<p>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. Project Evolve All that glitters S1 Computing -systems and networks - search engines lesson 1 A1</p>	<p>I can describe how some online information can be opinion and can offer examples Project Evolve News or views</p>

I can 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. Project Evolve I know, I think, I believe, Kapow Online safety lesson 1 Autumn Term 1	I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. Project Evolve Spot the Bot S1.2 Kapow Online safety lesson 3 Spring Term 1	I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. Project Evolve All that glistens S1 Computing -systems and networks - search engines lesson 2 A1	I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. Project Evolve News or views S1.2
I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). Project Evolve I know, I think, I believe	I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. Project Evolve Spot the Bot S1.2 Kapow Online safety lesson 4 Spring Term 2	I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. Project Evolve Not available yet Computing -systems and networks - search engines lesson 3 A1	I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). Project Evolve News or views S1.2
I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. Project Evolve I know, I think, I believe Kapow Online safety lesson 2 Autumn Term 2	I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. Project Evolve Dognapped! S1.1 Computing - Skills showcase HTML Spring Term ?	I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). Project Evolve Not available yet	I understand the concept of persuasive design and how it can be used to influence peoples' choices.
		I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. Project Evolve Not available yet	I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. Project Evolve Fact or fiction Sp1
		I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. Project Evolve Dognapped (done in Y3) May need to find something else to cover this one	I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. Project Evolve Fact or fiction Sp1
		I can explain what is meant by a ' hoax '. I can explain why someone would need to think carefully before they share. Project Evolve Dognapped (done in Y3) May need to find something else to cover this one	I can describe the difference between on- line misinformation and dis-information
			I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).
			I can identify, flag and report inappropriate content.
Health, well-being and lifestyle			
This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.			
I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). Project Evolve Timetable RSHE? Kapow Online safety lesson 2 Autumn Term 2	I can explain how using technology can be a distraction from other things, in both a positive and negative way. RSHE? Kapow Online safety lesson 5 Summer Term 1	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. Project Evolve A good night's sleep RSHE? Kapow Online safety lesson 5 Summer Term 1	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC , parental warnings) and describe their purpose. Project Evolve Age- related content -RSHE lesson 4
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 (e.g. age restricted gaming or web sites). Project Evolve Playing a game under age RSHE? Kapow Online safety lesson 4 Spring Term 2	I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. RSHE? Kapow Online safety lesson 5 Summer Term 1	I can describe some strategies, tips or advice to promote health and well- being with regards to technology. Project Evolve Adapting use before sleep RSHE? Kapow Online safety lesson 5 Summer Term 1	I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. RSHE? RSHE lesson 4
		I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. Project Evolve not available yet Kapow Online safety lesson 5 Summer Term 1	I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). Other curriculum area? D&T? RSHE lesson 4
		I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing. Project Evolve not available yet Kapow Online safety lesson 1 Autumn Term 1	I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode , regular breaks, correct posture, sleep, diet and exercise). RSHE? RSHE lesson 4
Privacy and Security			
This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.			
I can describe simple strategies for creating and keeping passwords private. Project Evolve Password Generation and security, Create your own passphrase tumbler A1RSHE lesson 4	I can describe strategies for keeping personal information private, depending on context. Project Evolve Are you a privacy pro, What can you learn? Instead of this...do/say this... RSHE lesson 2	I can explain what a strong password is and demonstrate how to create one. Project Evolve are you a privacy pro?, What can you learn? Instead of this... do/ say this... (already used in Y4?) Kapow Online safety lesson 1 Autumn Term 1	
I can 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. Project Evolve When is it okay to share?, Match the post to the profile S1 Kapow Online safety lesson 3 Spring Term 1	I can explain that internet use is never fully private and is monitored, e.g. adult supervision. Project Evolve Online monitoring, Debate cards, Debate- what do you think?RSHE lesson 2	I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. Project Evolve Sharing personal information S2.1 Kapow Online safety lesson 1 Autumn Term 1	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). Project Evolve Professional password protection, Scenario cards, My (emergency) password action plan S2.1 RSHE lesson 2
I can describe how connected devices can collect and share anyone's information with others. Project Evolve The Class digital assistant S1 Kapow Online safety lesson 3 Spring Term 1	I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. Project Evolve Digital Consent S2.1 RSHE lesson 1	I can explain what app permissions are and can give some examples. Project Evolve Permission mission, Permission game cards, Permission mission game board, Privacy choices S2.1 Kapow Online safety lesson 1 Autumn Term 1	I can explain what to do if a password is shared, lost or stolen. Project Evolve Professional password protection, Scenario cards, My (emergency) password action plan S2.1 RSHE lesson 2
	I know what the digital age of consent is and the impact this has on online services asking for consent. Project Evolve Digital Consent S2.1 RSHE lesson 2		I can describe how and why people should keep their software and apps up to date, e.g. auto updates. Project Evolve Update on updates RSHE lesson 2
			I can describe simple ways to increase privacy on apps and services that provide privacy settings. Project Evolve Permission mission, Permission game cards, Permission mission game board, Privacy choices (also in Y5) RSHE lesson 2
			I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). Project Evolve Scam spotters, My online scam S2.2 RSHE lesson 2
			I know that online services have terms and conditions that govern their use. Project Evolve Free for a price RSHE lesson 2
Copyright and Ownership			
This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.			
I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause. Project Evolve Is it okay to use this image? Resource sheet S2 Computing - programming Scratch Autumn 2?	When searching 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 Project Evolve Right to reuse? , Checklist Resource sheet, Dice Resource Sheet S2.2	I can assess and justify when it is acceptable to use the work of others. Project EvolveBeing fair with content, Resource sheet S2.2 Computing -systems and networks - search engines lesson 4 A1	I can demonstrate the use of search tools to find and access online content which can be reused by others. Project Evolve Search, reuse, reference, Resource sheet Sp2
	I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. Project Evolve Right to reuse? , Checklist Resource sheet, Dice Resource Sheet S2.2	I can give examples of content that is permitted to be reused and know how this content can be found online. Project EvolveBeing fair with content, Resource sheet S2.2 Computing -systems and networks - search engines lesson 4 A1	I can demonstrate how to make references to and acknowledge sources I have used from the internet. Project Evolve Search, reuse, reference, Resource sheet Sp2 Computing creating Media - History of computers lesson 4 Summer term