



Education for a Connected World



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Privacy and security</p> <p>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.</p>	<p>Online bullying</p> <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>Online relationships</p> <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>Managing online information</p> <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>Health, well-being and lifestyle</p> <p>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.</p>	<p>Self-image and identity</p> <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>

Knowledge Maps used at the beginning of each strand to assess children’s current understanding across the strand. (This may be for previous as well as current year group)

Use baseline results to identify the key focus for lessons within the strand. Use the same one at end of unit to assess impact of teaching.



Create a knowledge map for previously taught strands / end points to recap weekly in either HBHM / Computing or any other lesson where children are accessing internet.



Privacy and Security



Year 2	<p>I am beginning to explain why I should always ask a trusted adult before sharing any information about myself online.</p> <p>I am beginning to explain how passwords are used to protect information and devices.</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>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).</p>
Year 3	<p>I can describe and explain some rules for keeping my information private.</p> <p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)</p> <p>I can describe the people I can trust can share this information with. I can explain why I can trust them.</p>
Year 4	<p>I can describe strategies for keeping personal information private, depending on context.</p> <p>I can explain that internet use is never fully private and is monitored, e.g. adult supervision</p> <p>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.</p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent.</p>
Year 5	<p>I can create and use strong and secure passwords.</p> <p>I understand and can give reasons why passwords are important.</p> <p>I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p>
Year 6	<p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser)</p> <p>I can explain what to do if a password is shared, lost or stolen.</p> <p>I can describe how and why people should keep their software and apps up to date, e.g. auto updates</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>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)</p> <p>I know that online services have terms and conditions that govern their use.</p>



respect



relationships

Online Bullying

Year 1	I can describe how to behave online in ways that do not upset others and can give examples.
Year 2	I can explain what bullying is, how people may bully others and how bullying can make someone feel . I can explain why anyone who experiences bullying is not to blame . I can talk about how anyone experiencing bullying can get help .
Year 3	I can describe appropriate ways to behave towards other people online and why this is important I can give examples of how bullying behaviour could appear online and how someone can get support .
Year 4	I can recognise when someone is upset, hurt or angry online . I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). 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).
Year 5	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying . I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult . I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users . I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).
Year 6	I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me I can explain how someone would report online bullying in different contexts .



Online Relationships



Year 1	<p>I can recognise some ways in which the internet can be used to communicate</p> <p>I can give examples of how I might use technology to communicate with people I know</p>
Year 2	<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.</p> <p>I can explain who I should ask before sharing things about myself or others online.</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.</p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone'.</p> <p>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.</p> <p>I can identify who can help me if something happens online without my consent.</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.</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online</p>
Year 3	<p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain some of the risks of communicating online with others I don't know well.</p> <p>I can explain why I should be careful who I trust online and what information I can trust them with.</p> <p>I can explain how my and other people's feelings can be hurt by what is said or written online.</p> <p>I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.</p> <p>I can give examples of how to be respectful to others online.</p>
Year 4	<p>I can explain why I should be careful who I trust online and what information I can trust them with.</p> <p>I can explain how my and other people's feelings can be hurt by what is said or written online.</p> <p>I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.</p> <p>I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'.</p> <p>I can give examples of how to be respectful to others online.</p>
Year 5	<p>I can describe strategies for safe and fun experiences in a range of online social environments.</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. I can make positive contributions and be part of online communities.</p> <p>I can describe some of the communities in which I am involved and describe how I collaborate with others positively.</p> <p>I can show I understand my responsibilities for the well-being of others in my online social group.</p> <p>I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</p> <p>I can demonstrate ways of reporting problems online for both myself and my friends.</p>
Year 6	<p>I can explain strategies for assessing the degree of trust I place in people or organisations online.</p> <p>I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.</p>

I can show I understand **my responsibilities for the well-being of others in my online social group.**

I can explain how **impulsive and rash communications online may cause problems** (e.g. flaming, content produced in live streaming).

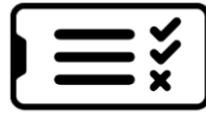
I can **demonstrate how I would support others** (including those who are having difficulties) online.

I can demonstrate **ways of reporting problems online** for both myself and my friends.

I can explain how and **why people who I communicate with me online may try to influence others negatively** and can offer examples. e.g. **grooming; radicalisation; coercion**

I can describe the **initial signs of potentially problematic situations e.g. grooming, cyberbullying.**

I can assess when I need to **take action and explain what to do if I am concerned about an online relationship.**

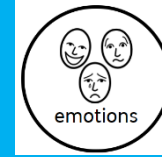


Managing Online Information



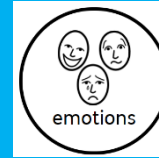
Year 1	<p>I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching</p> <p>I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke</p> <p>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>
Year 2	<p>I can use simple keywords in search engines</p> <p>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)</p> <p>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).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</p> <p>I can explain why some information I find online may not be real or true.</p>
Year 3	<p>I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>I can explain what autocomplete is and how to choose the best suggestion</p> <p>I can explain how the internet can be used to sell and buy things</p> <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.</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed)</p> <p>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.</p>
Year 4	<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</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).</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.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true</p> <p>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</p> <p>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.</p>
Year 5	<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 am presented with.</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'.</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.</p> <p>I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p>

	<p>I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.</p> <p>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)</p> <p>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</p> <p>I can describe how fake news may affect someone’s emotions and behaviour, and explain why this may be harmful.</p> <p>I can explain what is meant by a ‘hoax’. I can explain why someone would need to think carefully before they share.</p>
<p>Year 6</p>	<p>I can explain how search engines work and how results are selected and ranked</p> <p>I can explain how to use search technologies effectively.</p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>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.</p> <p>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).</p> <p>I understand the concept of persuasive design and how it can be used to influence peoples’ choices.</p> <p>I can demonstrate how to analyse and evaluate the validity of ‘facts’ and information and I can explain why using these strategies are important.</p> <p>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</p> <p>I can describe the difference between online misinformation and dis-information.</p> <p>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)</p> <p>I can identify, flag and report inappropriate content.</p>



Health, Well-being and Lifestyle



Year 1	I can identify rules that keep us safe and healthy in and beyond the home when using technology . I can give examples of these rules
Year 2	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. I can say how those rules / guides can help anyone accessing online technologies .
Year 3	I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged. 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)
Year 4	I can explain how using technology can be a distraction from other things , in both a positive and negative way . 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 .
Year 5	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology . 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. 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 .
Year 6	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). 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).



Self-Image and Identity

Year 1	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset . 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.
Year 2	I can explain how other people may look and act differently online and offline . 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 .
Year 3	I can explain what is meant by the term 'identity' . I can explain how people can represent themselves in different ways online 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.
Year 4	I can explain how my online identity can be different to my offline identity . I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else , including my friends, and can suggest reasons why they might do this.
Year 5	I can explain how identity online can be copied, modified or altered . I can demonstrate how to make responsible choices about having an online identity, depending on context .
Year 6	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 . 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. I can explain the importance of asking until I get the help needed .

ADDITIONAL RESOURCES

		
	4 – 7 Years	8 – 10 years
	Thinkuknow-Jessie-Friends-Resource-Pack.pdf	Play Like Share resources
	3 videos with lesson plans https://www.thinkuknow.co.uk/4_7/grown-ups/	3 videos with lesson plans and game to play https://www.thinkuknow.co.uk/professionals/resources/band-runner/

BBC OWN IT

OWN IT



The Basics



Take Control



It's Personal



Don't Panic



Self-Image and Identity



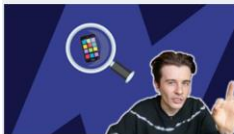
Online Relationships



Online Reputation



Online Bullying



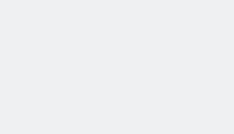
Managing Online Information



Privacy and Security



Health, Wellbeing and Lifestyle





<https://www.internetmatters.org/digital-matters/>

Years 5 and 6 only. 1 lesson per strands.

Only some strands currently have lessons.

How it works

The platform is divided into 7 strands. Students start with I Learn Upon Online.

Students start with I Learn Upon Online to learn about the e-safety basics.

Next, they go onto Online Relationships to support at home, and then Online Bullying to learn what they learnt. The story continues in the story environment to better understand along with what can happen and the characters so they can learn from their mistakes.

The screenshot displays seven lesson cards arranged in a grid. Each card features a colorful background with a central icon representing the strand's theme. The cards are as follows:

- Privacy and Security:** Blue background with a white padlock icon. Status: RECOMMENDED. Description: Learn about privacy and how to stay secure online. From password strength to who forms, this subject is designed to help users protect their personal information online. View Lessons (green button).
- Online Relationships:** Green background with a yellow smiley face icon. Status: NEW. Description: Learn about the difference between healthy and unhealthy online behaviours and how to appropriately interact with people online. View Lessons (green button).
- Online Bullying:** Red background with a purple angry face icon. Status: NEW. Description: Learn how to recognise bullying behaviours online. Understand how to get support when you or someone you know is experiencing cyberbullying. View Lessons (green button).
- Managing Online Information:** Yellow background with a laptop icon showing a location pin, a speech bubble, and a sad face. Status: NEW. Description: Learn how information is used. Learn about the different types of information and how to think critically about what you see online. View Lessons (green button).
- Health, Wellbeing and Lifestyle:** Green background with a laptop icon showing a smiley face and a clock. Status: COMING SOON. Description: From learning screen time to managing online peer pressure, learn how to recognise challenges online and when it's time for a break. View Lessons (grey button).
- Online Reputation:** Red background with a blue thumbs up icon. Status: COMING SOON. Description: Learn what it means to create a positive online reputation for yourself including how information about anyone can be created, copied or shared by others. View Lessons (grey button).
- Copyright and Ownership:** Blue background with an orange copyright symbol icon. Status: COMING SOON. Description: What is copyright? Learn what is and isn't okay to share online, including problems caused by stealing others' work without permission. View Lessons (grey button).
- Self-image and Identity:** Yellow background with a laptop icon showing a person and a sad face. Status: COMING SOON. Description: Understand how people can present themselves differently online than off along with issues that could impact individual identity and feelings. View Lessons (grey button).

Similarities and differences

This topic explores and celebrates the similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity. It looks at the damaging effect that stereotypes can have, and how to identify and challenge them. It helps pupils recognise their own personal strengths and abilities, and develop self-respect.

Year group		Video	Vocabulary	Lessons
Y1	Recognising strengths and respecting differences	What makes us special	similarity, difference, special, unique, strengths, abilities	<ol style="list-style-type: none"> 1. I am special 2. Who I am makes me unique 3. We don't all feel the same way
Y2	Strengths, abilities and stereotypes	What can you tell?	strengths, abilities, gender, stereotype, qualities	<ol style="list-style-type: none"> 1. My strengths and abilities 2. Stereotypes 3. Whose job?
Y3	Valuing and respecting one another	You can do anything	different, equal, respect, community, values, diversity, customs, respect, feelings, values	<ol style="list-style-type: none"> 1. Different but equal 2. Our school community 3. Valuing one another and considering people's feelings
Y4	Identity and diversity	Celebrating diversity	diversity, stereotypes, judge, judgement, point-of-view, opinion, disagree, agree	<ol style="list-style-type: none"> 1. Being British 2. Making a judgement 3. A different point of view
Y5	Celebrating strengths and setting goals	See me for who I am	strength, weakness, proud, abilities, goals, aspirations, achievement, future, vision, online, social media, profile, safety	<ol style="list-style-type: none"> 1. Strengths and abilities 2. Setting goals 3. Online safety
Y6	Respectful behaviour online and offline	Noah Boundaries	online identity, communication, risk, online bullying, diversity, inclusive, differences	<ol style="list-style-type: none"> 1. Identity online 2. Online bullying 3. Identities and belonging

Healthy bodies, healthy minds

This topic explores how to stay healthy, both physically and mentally. It explores ways to maintain wellbeing and prevent illness; how to develop a healthy, balanced lifestyle; and the consequences and effects of different habits and choices. It encourages the development of positive self-worth and recognition, what might affect or influence unhealthy ways of thinking, and how to overcome this.

Year group	Video	Vocabulary	Lessons	
Y1	Amazing bodies	Our bodies	body, healthy, private, penis, testicles, vulva vagina, similar, different, health, healthy choices	<ol style="list-style-type: none"> 1. My amazing body 2. Private body parts (introducing correct terminology) 3. Looking after our bodies
Y2	Staying safe and healthy	Where would you go for help?	healthy, feelings, emotions, medicine, unwell, dose, safe, helpful, harmful, instructions, health, body, mind	<ol style="list-style-type: none"> 1. Healthy feelings 2. Staying safe at home 3. Feeling poorly
Y3	Sleep, food and hygiene	Healthy habits	health, wellbeing, sleep, routine, healthy, carbohydrates, proteins, dairy, fats, germs, virus, routines, hygiene, healthy, poorly, teeth, toothpaste, hand washing, soap	<ol style="list-style-type: none"> 1. The power of sleep 2. Making healthy food choices 3. Germs!
Y4	Influences and personal choices	Dealing with feelings	Influence, pressure, persuade, healthy choices, consequence, responsibility, feelings emotions	<ol style="list-style-type: none"> 1. Healthy influences 2. Making healthy choices 3. Dealing with feelings
Y5	Valuing our bodies and minds	Finding your calm	self-image, self-respect, attributes, self-talk, development, proud, drugs, alcohol, tobacco, cigarettes, e-cigarettes, vaping, caffeine, substances, legal, illegal, effects, bacteria, virus, infection, immunisation, vaccination, antibiotic	<ol style="list-style-type: none"> 1. Valuing ourselves 2. Alcohol, tobacco and drugs 3. Keeping well
Y6	Being the best me	Ask the expert: picturing myself	self-respect, boundaries, kind, confidence, strengths, weaknesses, trolling, social media, internet, comparison, mental health, mental ill-health, wellbeing, illness, symptoms, mind	<ol style="list-style-type: none"> 1. Being the best me 2. Social media and our wellbeing 3. Taking care of our mental health