

E-Safety Curriculum. Project Evolve/ Education for a Connected World

Year 1:
Self Image and identify: <ul style="list-style-type: none"><li>• I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</li><li>• 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.</li></ul>
Online Relationships: <ul style="list-style-type: none"><li>• I can give examples of when I should ask permission to do something online and explain why this is important.</li><li>• I can explain why it is important to be considerate and kind to people online and to respect their choices.</li></ul>
Online Reputation <ul style="list-style-type: none"><li>• I can describe what information I should not put online without asking a trusted adult first.</li></ul>
Online Bullying <ul style="list-style-type: none"><li>• I can describe how to behave online in ways that do not upset others and can give examples.</li></ul>
Managing Online information <ul style="list-style-type: none"><li>• I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</li></ul>
Health Wellbeing and lifestyle <ul style="list-style-type: none"><li>• I can explain rules to keep myself safe when using technology both in and beyond the home.</li></ul>
Privacy and Security <ul style="list-style-type: none"><li>• I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</li><li>• I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</li></ul>

Year 2
Self Image and identify: <ul style="list-style-type: none"><li>• I can explain how other people may look and act differently online and offline.</li></ul>
Online Relationships: <ul style="list-style-type: none"><li>• 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).</li></ul>

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- I can explain who I should ask before sharing things about myself or others online.
- 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.
- 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.
- 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.
- I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online

Online Reputation

- I can describe how anyone's online information could be seen by others.
- I know who to talk to if something has been put online without consent or if it is incorrect.

Online Bullying

- Covered in Jigsaw

Managing Online information

- I can use simple keywords in search engines
- 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).
- 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).

Health Wellbeing and lifestyle

- 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.

Privacy and Security

- I can explain how passwords can be used to protect information, accounts and devices.
- I can explain and give examples of what is meant by 'private' and 'keeping things private'.
- I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords)..

Copywrite and ownership

- I can recognise that content on the internet may belong to other people.
- I can describe why other people's work belongs to them.

Year 3

Self Image and identify:

- Covered in other areas of the curriculum.

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Online Relationships:

- I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.
- 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.
- I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.
- I can explain how someone's feelings can be hurt by what is said or written online.

Online Reputation

- 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.
- I can explain who someone can ask if they are unsure about putting something online.

Online Bullying

- 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.

Managing Online information

- I can explain how the internet can be used to sell and buy things
- 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.
- I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).
- 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.

Health Wellbeing and lifestyle

- 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).

Privacy and Security

- 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.

Year 4

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Self Image and identify:

- 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.

Online Relationships:

- I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)
- I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.
- I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and belief.

Online Bullying

- 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).

Managing Online information

- 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).
- 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.
- 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.

Health Wellbeing and lifestyle

- I can explain how using technology can be a distraction from other things, in both a positive and negative way.

Privacy and Security

- I can explain that internet use is never fully private and is monitored, e.g. adult supervision.
- 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.
- I know what the digital age of consent is and the impact this has on online services asking for consent.

Copywrite and ownership

- 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.
- I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.

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Year 5
Self Image and identify: <ul style="list-style-type: none"><li>● I can demonstrate how to make responsible choices about having an online identity, depending on context.</li></ul>
Online Relationships: <ul style="list-style-type: none"><li>● I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).</li><li>● 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.</li><li>● 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).</li><li>● I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</li></ul>
Online Reputation <ul style="list-style-type: none"><li>● I can search for information about an individual online and summarise the information found.</li><li>● 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.</li></ul>
Online Bullying <ul style="list-style-type: none"><li>● I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</li><li>● I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</li><li>● I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</li><li>● I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</li><li>● I can explain how to block abusive users.</li><li>● I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</li></ul>
Managing Online information <ul style="list-style-type: none"><li>● I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</li><li>● I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</li><li>● I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</li><li>● I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads</li><li>● 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).</li></ul>
Health Wellbeing and lifestyle <ul style="list-style-type: none"><li>● I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</li><li>● I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</li></ul>

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- 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.

Privacy and Security

- I can explain what a strong password is and demonstrate how to create one.

Copywrite and ownership

- I can assess and justify when it is acceptable to use the work of others.
- I can give examples of content that is permitted to be reused and know how this content can be found online.

Year 6

Self Image and identify:

- 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.

Online Relationships:

- I can explain how sharing something online may have an impact either positively or negatively
- 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.
- I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.
- 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.

Online Reputation

- I can explain the ways in which anyone can develop a positive online reputation.
- I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.

Online Bullying

- 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.

Managing Online information

- I can describe how some online information can be opinion and can offer examples.

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- 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.
- 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).
- I understand the concept of persuasive design and how it can be used to influence peoples' choices.
- I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.
- 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.
- I can describe the difference between online 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).

Health Wellbeing and lifestyle

- 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).

Privacy and Security

- I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).
- I can explain what to do if a password is shared, lost or stolen.
- 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).
- I know that online services have terms and conditions that govern their use.

Copyright and ownership

- I can demonstrate the use of search tools to find and access online content which can be reused by others.
- I can demonstrate how to make references to and acknowledge sources I have used from the internet.