

Key:

PSHE association Education for a Connected World Computing: EAware Computing: Purple Mash

	Autumn			Spring			Summer	
	Relationships			Living in the Wider World			Health and Wellbeing	
	Self-Image and Identity	Online Relationships	Online Bullying	Online Reputation	Managing Online Information	Privacy and Security	Health, Well-Being and Lifestyle	Copyright and Ownership
Early Years	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.	I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know.	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.	I can identify ways that I can put information on the internet.	I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet.	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy	I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules.	I know that work I create belongs to me. I can name my work so that others know it belongs to me.

						to share this information with; I can explain why they are trusted.		
	Autumn			Spring			Summer	
	Relationships			Living in the Wider World			Health and Wellbeing	
	Self-Image and Identity	Online Relationships	Online Bullying	Online Reputation	Managing Online Information	Privacy and Security	Health, Well-Being and Lifestyle	Copyright and Ownership
1	<p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>If something happens that makes me feel sad, worried, uncomfortable</p>	<p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>I can use the internet with adult support to</p>	<p>I can describe how to behave online in ways that do not upset others and can give examples.</p>	<p>I can recognise that information can stay online and could be copied. (1.1)</p> <p>I can describe what information I should not put online</p>	<p>I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching). (1.1)</p> <p>I know / understand</p>	<p>I can explain that passwords are used to protect information, accounts and devices. (1.1)</p> <p>I can recognise more detailed examples of information</p>	<p>I can explain rules to keep myself safe when using technology both in and beyond the home. (1.9)</p>	<p>I can explain why work I create using technology belongs to me. (1.1)</p> <p>I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). (1.1)</p>

	<p>or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p>	<p>communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>		<p>without asking a trusted adult first.</p>	<p>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. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</p>	<p>that is personal to someone (e.g. where someone lives and goes to school, family names). (1.1) I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>		<p>I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). (1.1) I understand that work created by others does not belong to me even if I save a copy. (1.1)</p>
Autumn				Spring		Summer		

	Relationships			Living in the Wider World			Health and Wellbeing	
	Self-Image and Identity	Online Relationships	Online Bullying	Online Reputation	Managing Online Information	Privacy and Security	Health, Well-Being and Lifestyle	Copyright and Ownership
2	<p>I can explain how other people may look and act differently online and offline. (2.2)</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. (2.2)</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). (2.2)</p> <p>I can explain who I should ask before sharing things about myself</p>	<p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame.</p> <p>I can talk about how anyone experiencing</p>	<p>I can explain how information put online about someone can last for a long time. (2.2)</p> <p>I can describe how anyone's online information could be seen by others. (2.2)</p> <p>I know who to talk to if something has been put online</p>	<p>I can use simple keywords in search engines. (2.5)</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). (2.5)</p> <p>I can explain what voice activated</p>	<p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can describe and explain some rules for keeping</p>	<p>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.</p> <p>I can say how those rules / guides can help anyone accessing online technologies.</p>	<p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them.</p>

	<p>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</p>	<p>bullying can get help.</p>	<p>without consent or if it is incorrect. (2.2)</p>	<p>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'. (2.8)</p> <p>I can explain why some information I find online may not be real or true.</p>	<p>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>		
--	--	-------------------------------	---	--	---	--	--

		<p>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</p>						
--	--	---	--	--	--	--	--	--

		always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.						
	Autumn			Spring			Summer	
	Relationships			Living in the Wider World			Health and Wellbeing	
	Self-Image and Identity	Online Relationships	Online Bullying	Online Reputation	Managing Online Information	Privacy and Security	Health, Well-Being and Lifestyle	Copyright and Ownership
3	<p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how people can represent themselves in different ways online.</p> <p>I can explain ways in which someone might</p>	<p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know someone' online and why this might be</p>	<p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour</p>	<p>I can explain how to search for information about others online.</p> <p>I can give examples of what anyone may or may not be willing to share about</p>	<p>I can demonstrate how to use key phrases in search engines to gather accurate information online. (3.2)</p> <p>I can explain what autocomplete is and how to choose the</p>	<p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can give reasons why someone should only share information</p>	<p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships.</p>	<p>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. (3.2/3.5)</p>

	<p>change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p>	<p>different from knowing someone offline.</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.</p>	<p>could appear online and how someone can get support.</p> <p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). URL, profile) to share with</p>	<p>themselves online.</p> <p>I can explain the need to be careful before sharing anything personal.</p> <p>I can explain who someone can ask if they are unsure about putting something online.</p>	<p>best suggestion. (3.2)</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. (3.2)</p>	<p>with people they choose to and can trust. (3.2)</p> <p>I can explain that if they are not sure or feel pressured then they should tell a trusted adult. (3.2)</p> <p>I can describe how connected devices can collect and share anyone's information with others.</p>	<p>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).</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</p>	
--	--	---	--	---	---	--	--	--

		<p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>I can explain the importance of giving and gaining permission before sharing things</p>	<p>others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</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>		<p>to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p>	
--	--	---	---	--	--	--	--	--

		online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.						
	Autumn			Spring			Summer	
	Relationships			Living in the Wider World			Health and Wellbeing	
	Self-Image and Identity	Online Relationships	Online Bullying	Online Reputation	Managing Online Information	Privacy and Security	Health, Well-Being and Lifestyle	Copyright and Ownership
4	I can explain how my online identity can be different to my offline identity. (4.2) I can describe positive ways for someone to interact with	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).	I can explain why people need to think carefully about how content they post might affect others,	I can describe how to find out information about others by searching online. (4.2) I can explain ways that some of the	I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own	I can describe strategies for keeping personal information private, depending on context.	I can explain how using technology can be a distraction from other things, in both a positive and negative way.	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

	<p>others online and understand how this will positively impact on how others perceive them. (4.2)</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. (4.2)</p>	<p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</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.</p>	<p>their feelings and how it may affect how others feel about them (their reputation).</p>	<p>information about anyone online could have been created, copied or shared by others.</p>	<p>decisions regarding content and that my decisions are respected by others. (4.7)</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). (4.7)</p> <p>I can describe some of the methods used</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</p>	<p>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.</p>	<p>right to reuse it. (4.2)</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. (4.2)</p>
--	--	--	--	---	--	---	--	---

					<p>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</p>	<p>and the impact this has on online services asking for consent.</p>		
--	--	--	--	--	---	---	--	--

act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.

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.