

Folly View and The Elms Primary Schools

Long Term Plan 2024-25

SUBJECT: Online Safety

Vision: For children to be confident digital citizens who use information technology to communicate, share and collaborate with others safely.



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Online Reputations</p> <ul style="list-style-type: none"> I can identify ways that I can put information on the internet. <p>Managing Online Information</p> <ul style="list-style-type: none"> 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. 	<p>Online Bullying</p> <ul style="list-style-type: none"> I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. 	<p>Copyright and Ownership</p> <ul style="list-style-type: none"> I know that work I create belongs to me. I can name my work so that others know it belongs to me. I can express how I felt when I created this work. I can share my work with a friend. 	<p>Health, Wellbeing and Lifestyle</p> <ul style="list-style-type: none"> I can identify rules that help keep us safe and healthy in and beyond the home when I am using technology. I can give some simple examples of these rules. I can apply these rules during my play. I can link feelings to my online experiences. 	<p>Online Relationships</p> <ul style="list-style-type: none"> I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology with people I know. <p>Privacy and Security</p> <ul style="list-style-type: none"> I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) I can describe who would be trustworthy to share this information with; I can explain why they are trusted. 	<p>Self-Image and Identity</p> <ul style="list-style-type: none"> I can name and recognise uncomfortable, embarrassed, and upset emotions I can recognise, online or offline, that anyone can say 'no thank you'/'please stop'/'I'll tell'/'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.
Key Vocabulary	Technology, internet, connect, device.	Unkind, worry, sad, nervous, embarrassed, upset, experience, online, offline.	Belong, feel.	Rules, healthy, happy, safe, trusted adult, danger, sad, angry, technology.	Communicate, technology, personal, information, location, fact, private, trust, trustworthy, dangerous.	Emotions, sad, uncomfortable, embarrassed, upset, online, offline, situation, trusted adult.
SMSC	This unit of work links to social skills in expressing and communicating how they want to be seen and perceived by others when online. The moral aspect of being responsible digital citizens when sharing our work and information online; and the moral implications of false information or 'fake news'. Cultural themes are explored through the children having the opportunity to investigate a variety of websites and apps that promote culture which can be used online to access information; Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely.	This unit of work links to social skills in exploring online communications between friendships and how to deal with unkind online behaviours. It also provides an opportunity to discuss strategies for dealing with online bullying. The moral aspect is explored about what is and is not appropriate online behaviours and how we should treat others when working online. Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely and what online bullying might feel like if we experience it.	This unit of work links to social skills in ensuring we do not claim the work of others but correctly name our work or attribute the contributions of our peers. The moral aspect of being honest and responsible digital citizens by not claiming someone else's work as our own as this is plagiarism and not honest. Cultural themes are explored through the children having the opportunity to use digital devices and going online to search and create their own online work to share with others. Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely and how we feel when we share our work online and look at the work of others online.	This unit of work links to social skills in expressing and communicating how they want to be seen and perceived by others when online. The moral aspect of not always being online but engaging with people on a personal level, and the moral aspect of following rules when using devices and going online. Cultural themes are explored through the children having the promotion of children understanding that technology is a tool, and that it is important to still take the opportunity to explore other activities beyond their devices such as painting, drawing, writing, playing music, reading etc. Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely and a reminder of the importance of expressing oneself creatively beyond just using digital devices.	This unit of work links to social skills in expressing, communicating and engaging with other people through online relationships and friendships. The moral aspect of being responsible digital citizens when interacting with people online in a polite, courteous manner and the importance of protecting our information and passwords from those who might intend harm online. Cultural themes are explored as the children investigate a variety of websites and apps that promote culture which can be used online to access information; Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely.	This unit of work links to social skills in expressing and communicating how they want to be seen and perceived by others when online. The moral aspect of being responsible digital citizens who are kind and respectful and do not use the internet to upset or hurt others' feelings. Cultural themes are explored as the children investigate a variety of websites and apps that promote culture which can be used online to access information; Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely.

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Year 1	<p>Online Reputations</p> <ul style="list-style-type: none"> I can identify ways that I can put information on the internet. I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first. <p>Managing Online Information</p> <ul style="list-style-type: none"> 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 give simple examples of how to find information using digital technologies (e.g. search engines, voice activated searching). I know/understand that I can encounter a range of things online, including things I 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 I see content that makes me feel sad, uncomfortable, worried or frightened. 	<p>Online Bullying</p> <ul style="list-style-type: none"> I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. I can describe how to behave online in ways that do not upset others and can give examples. 	<p>Copyright and Ownership</p> <ul style="list-style-type: none"> I know that work I create belongs to me. I can name my work so that others know it belongs to me. I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). I can save my work under a suitable title/name so that others know it belongs to me (e.g. filename, name on content). I understand that work created by others does not belong to me even if I save a copy. 	<p>Health, Wellbeing and Lifestyle</p> <ul style="list-style-type: none"> 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 can explain rules to keep myself safe when using technology both in and beyond the home. 	<p>Online Relationships</p> <ul style="list-style-type: none"> 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 give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to 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>Privacy and Security</p> <ul style="list-style-type: none"> I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted. I can explain that passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). 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>Self-Image and Identity</p> <ul style="list-style-type: none"> 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 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.
Key Vocabulary	<p>Profile, trusted adult, sharing, online, personal, information, share, sign up.</p> <p>Search engine, internet, access, information, online, real, make believe, trusted adults.</p>	<p>Kind, unkind, trusted adult, upset, behaviour, uncomfortable, nervous, embarrassed, positive, negative, effect.</p>	<p>Create, document, type, save, belong, copy, original.</p>	<p>Rules, safety, healthy, technology, device.</p>	<p>Allowed, permission, trusted adult, devices, positive, negative, cyberbullying.</p> <p>Personal information, trustworthy, password, private.</p>	<p>Worried, sad, frightened, embarrassed, mood, emotion, uncomfortable, advice, trusted adult.</p>

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Year 2	<p>Online Reputations</p> <ul style="list-style-type: none"> I can explain how information put online about someone can last for a long time. 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. <p>Managing Online Information</p> <ul style="list-style-type: none"> 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 I know it is not a real person (e.g. Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, made up or make believe and things that are true or real. I can explain why some information I find online may not be real or true. 	<p>Online Bullying</p> <ul style="list-style-type: none"> 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. 	<p>Copyright and Ownership</p> <ul style="list-style-type: none"> I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them. 	<p>Health, Wellbeing and Lifestyle</p> <ul style="list-style-type: none"> 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. 	<p>Online Relationships</p> <ul style="list-style-type: none"> 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 penpal in another school/country). 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 identify who can help me if something happens online without my consent. 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. <p>Privacy and Security</p> <ul style="list-style-type: none"> 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). 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>Self-Image and Identity</p> <ul style="list-style-type: none"> 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.
Key Vocabulary	<p>Online, search, forever, digital, content, tab, information, profile, safer, username, trusted adult, sign up.</p> <p>Webpage, home button, back button, forward button, links, tabs, sections, header, main body, footer, navigate, browser, scroll bars, search engine, voice-activated, search, information, devices, real, online.</p>	<p>Upset, unkind, behaviour, uncomfortable, nervous, embarrassed, bullying, self-esteem, self-love, fault, responsible, blame, trusted adult, support, advice, insecure.</p>	<p>Belongs to me (mine), belongs to you (yours/theirs), copy, permission, original.</p>	<p>Danger, risk, happy, healthy, safe, rule, trusted adult, rule.</p>	<p>Permission, online, trusted adult, consent, mood, options, decisions.</p> <p>Information, private, password, safe, private, log in, internet, Wi-Fi, devices.</p>	<p>Online, offline, risk, emotions, avatar, identity, risk, privacy, trusted adult.</p>

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Key Vocabulary	<p>Search, incorrect, inaccurate, official, information, share, profile, username, trusted adult, discussion, response, online.</p> <p>Autocomplete, suggestion, prediction, fact, opinion, belief, source, share, opinion, fair.</p>	<p>Response, power, responsibility, positive, negative, cyberbullying, follower, add, block, report, support, safety, happy.</p>	<p>Copyright, breach, copy, save, document, digital artwork.</p>	<p>Happy, healthy, trusted adult, age restriction, PEGI, ability, violence.</p>	<p>Sharing, trusted adult, online, trust, respect, consent, permission.</p> <p>Safe, Wi-Fi, devices, information, passwords, trustworthy, private, adverts, connected, collect, share, targeted.</p>	<p>Identity, online, avatar, username, reputation, online reputation.</p>

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Year 4	<p>Online Reputations</p> <ul style="list-style-type: none"> I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others. <p>Managing Online Information</p> <ul style="list-style-type: none"> 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. 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 why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. 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. I can explain what is meant by fake news; for example, why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. 	<p>Online Bullying</p> <ul style="list-style-type: none"> 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). 	<p>Copyright and Ownership</p> <ul style="list-style-type: none"> 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). 	<p>Health, Wellbeing and Lifestyle</p> <ul style="list-style-type: none"> I can explain how using technology can be a distraction from other things in a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology. For example, I can suggest strategies to help with limiting this time. 	<p>Online Relationships</p> <ul style="list-style-type: none"> 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 beliefs. <p>Privacy and Security</p> <ul style="list-style-type: none"> I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored. 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. 	<p>Self-Image and Identity</p> <ul style="list-style-type: none"> I can explain how my online identity can be different from 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 I can suggest reasons why they might do this.

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Vocabulary	<p>Websites, information, search, search engine, trustworthy, source, online, profile.</p> <p>Search engine, influencer, encourage, persuade, advertising, purchase, pop-up, fake news, URL, accurate, online, sync,</p>	<p>Screenshot, screengrab, intimidate, trusted grown-up, upset, hurt, angry, online, tone, body language, responsibility, impact, online environment, content, self-image, self-esteem, misunderstand, misinterpret</p>	<p>Copy, permission, original, images, information, Creative Commons Licence, commercial licence, search, usage rights, research, copyright, licences,</p>	<p>Healthy, moderation, lifestyle, self-regulation.</p>	<p>Online community, online social environment, healthy, unhealthy, motive, respect, privacy, permission, consent.</p> <p>Passwords, private, personal, convince, information, monitored, cookies, digital age of consent, data, consent.</p>	<p>Identity, trusted adult, positive, reputation, perception, identity theft, profile,</p>
SMSC	<p>This unit of work links to social skills in expressing and communicating how they want to be seen and perceived by others when online. The moral aspect of being responsible digital citizens when sharing our work and information online; and the moral implications of false information or 'fake news'. Cultural themes are explored through the children having the opportunity to investigate a variety of websites and apps that promote culture which can be used online to access information; Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely.</p>	<p>This unit of work links to social skills in exploring online communications between friendships and how to deal with unkind online behaviours. It also provides an opportunity to discuss strategies for dealing with online bullying. The moral aspect is explored about what is and is not appropriate online behaviours and how we should treat others when working online. Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely and what online bullying might feel like if we experience it.</p>	<p>This unit of work links to social skills in ensuring we do not claim the work of others but correctly name our work or attribute the contributions of our peers. The moral aspect of being honest and responsible digital citizens by not claiming someone else's work as our own as this is plagiarism and not honest. Cultural themes are explored through the children having the opportunity to use digital devices and going online to search and create their own online work to share with others. Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely and how we feel when we share our work online and look at the work of others online.</p>	<p>This unit of work links to social skills in expressing and communicating how they want to be seen and perceived by others when online. The moral aspect of not always being online but engaging with people on a personal level, and the moral aspect of following rules when using devices and going online. Cultural themes are explored through the children have the promotion of children understanding that technology is a tool, and that it is important to still take the opportunity to explore other activities beyond their devices such as painting, drawing, writing, playing music, reading etc. Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely and a reminder of the importance of expressing oneself creatively beyond just using digital devices.</p>	<p>This unit of work links to social skills in expressing, communicating and engaging with other people through online relationships and friendships. The moral aspect of being responsible digital citizens when interacting with people online in a polite, courteous manner and the importance of protecting our information and passwords from those who might intend harm online. Cultural themes are explored as the children investigate a variety of websites and apps that promote culture which can be used online to access information; Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely.</p>	<p>This unit of work links to social skills in expressing and communicating how they want to be seen and perceived by others when online. The moral aspect of being responsible digital citizens who are kind and respectful and do not use the internet to upset or hurt others' feelings. Cultural themes are explored as the children investigate a variety of websites and apps that promote culture which can be used online to access information; Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely.</p>

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Year 5	<p>Online Reputations</p> <ul style="list-style-type: none"> I can search for information about an individual online and summarise the information found. 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. <p>Managing Online Information</p> <ul style="list-style-type: none"> I can explain the benefits and limitations of using different types of search technologies such as voice-activation search engines. I can explain how some technology can limit the information I am presented with, for example voice-activated searching giving one result. I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be sceptical. I can evaluate digital content and can explain how to make choices about what is trustworthy, for example differentiating between adverts and search results. I can explain key concepts, including information, reviews, fact, opinion, belief, validity, reliability and evidence. I can identify ways the internet can draw us to information for different agendas (e.g. website notifications, pop-ups, targeted ads). 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). 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. I can describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful. I can explain what is meant by a hoax. I can explain why someone would need to think carefully before they share. 	<p>Online Bullying</p> <ul style="list-style-type: none"> I can recognise that online bullying can be different from 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 in school and at home about online bullying. I can explain how to block abusive users. I can describe helpline services which can help people experiencing bullying and how to access them (e.g. Childline or The Mix). 	<p>Copyright and Ownership</p> <ul style="list-style-type: none"> 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. 	<p>Health, Wellbeing and Lifestyle</p> <ul style="list-style-type: none"> I can describe ways technology can affect health and well-being positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice regarding technology to promote health and wellbeing. 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, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing. 	<p>Online Relationships</p> <ul style="list-style-type: none"> I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). 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 describe some of the ways people may be involved in online communities and how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities and social media groups). I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties) online. <p>Privacy and Security</p> <ul style="list-style-type: none"> I can explain what a strong password is and demonstrate how to create one. 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. I can explain what app permissions are and can give some examples. 	<p>Self-Image and Identity</p> <ul style="list-style-type: none"> 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.

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Key Vocabulary</p>	<p>Reputation, positive, profile, information, judgements, evidence, inaccurate, digital footprint.</p> <p>Digital content, trustworthy, search, sceptical, URL, genuine, bias, cookies, opinion, belief, fact, digital content, trustworthy, search, hoax, genuine, false, reliable source</p>	<p>Bullying, cyberbullying, continuous, repetitive, long period of time, virtual, physical, face to face, banter, joking, teasing, bullying, uncomfortable, appropriate, inappropriate, helpline services, trusted adult, anonymous.</p>	<p>Content, usage rights, permission, acceptable, rights, copy, paste</p>	<p>Positive, negative, mindfulness, well-being, mental Health</p>	<p>Responsible, trusted adult, block, report, GIF, meme, emoji, caption, community,</p> <p>Personal information, privacy settings, strong password, personal information, apps, share, protect, private, information, permissions</p>	<p>Identity, copy, modify, alter, original.</p>
<p>SMSC</p>	<p>This unit of work links to social skills in expressing and communicating how they want to be seen and perceived by others when online. The moral aspect of being responsible digital citizens when sharing our work and information online; and the moral implications of false information or 'fake news'. Cultural themes are explored through the children having the opportunity to investigate a variety of websites and apps that promote culture which can be used online to access information; Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely.</p>	<p>This unit of work links to social skills in exploring online communications between friendships and how to deal with unkind online behaviours. It also provides an opportunity to discuss strategies for dealing with online bullying. The moral aspect is explored about what is and is not appropriate online behaviours and how we should treat others when working online. Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely and what online bullying might feel like if we experience it.</p>	<p>This unit of work links to social skills in ensuring we do not claim the work of others but correctly name our work or attribute the contributions of our peers. The moral aspect of being honest and responsible digital citizens by not claiming someone else's work as our own as this is plagiarism and not honest. Cultural themes are explored through the children having the opportunity to use digital devices and going online to search and create their own online work to share with others. Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely and how we feel when we share our work online and look at the work of others online.</p>	<p>This unit of work links to social skills in expressing and communicating how they want to be seen and perceived by others when online. The moral aspect of not always being online but engaging with people on a personal level, and the moral aspect of following rules when using devices and going online. Cultural themes are explored through the children have the promotion of children understanding that technology is a tool, and that it is important to still take the opportunity to explore other activities beyond their devices such as painting, drawing, writing, playing music, reading etc. Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely and a reminder of the importance of expressing oneself creatively beyond just using digital devices.</p>	<p>This unit of work links to social skills in expressing, communicating and engaging with other people through online relationships and friendships. The moral aspect of being responsible digital citizens when interacting with people online in a polite, courteous manner and the importance of protecting our information and passwords from those who might intend harm online. Cultural themes are explored as the children investigate a variety of websites and apps that promote culture which can be used online to access information; Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely.</p>	<p>This unit of work links to social skills in expressing and communicating how they want to be seen and perceived by others when online. The moral aspect of being responsible digital citizens who are kind and respectful and do not use the internet to upset or hurt others' feelings. Cultural themes are explored as the children investigate a variety of websites and apps that promote culture which can be used online to access information; Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely.</p>

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Year 6	<p>Online Reputations</p> <ul style="list-style-type: none"> 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. <p>Managing Online Information</p> <ul style="list-style-type: none"> I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present opinions as facts, and 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, for example advertising, 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 is 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 disinformation. 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, for example the sharing of misinformation or disinformation. I can identify, flag and report inappropriate content. 	<p>Online Bullying</p> <ul style="list-style-type: none"> 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 could report online bullying in different contexts. 	<p>Copyright and Ownership</p> <ul style="list-style-type: none"> 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. 	<p>Health, Wellbeing and Lifestyle</p> <ul style="list-style-type: none"> 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 and 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). 	<p>Online Relationships</p> <ul style="list-style-type: none"> 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, for example screen-grabs. I can explain that taking or sharing inappropriate images of someone, for example embarrassing images, even if they say it is okay, may have an impact for the sharer and others. I can also explain who can help if someone is worried about this <p>Privacy and Security</p> <ul style="list-style-type: none"> I can describe effective ways people can manage passwords, for example 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 how and why people should keep their software and apps up to date, for example auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings. 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. 	<p>Self-Image and Identity</p> <ul style="list-style-type: none"> 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 online and offline. I can explain the importance of asking until I get the help needed.

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Key Vocabulary	<p>Reputation, digital personality, online reputation, positive image, digital footprint.</p> <p>Digital content, search engine, online, targeted advert, pop-up advert, influence, persuade, fake news, opinion, fact, information, misinformation, persuade, trusted adult, reliable.</p>	<p>Screenshot, screengrab, evidence, block, report, helplines.</p>	<p>Copyright, ownership, content, usage, rights, cite, source, plagiarism, bibliography, reference.</p>	<p>Persuasive design, behaviour, social, psychological, autoplay, streak, loot box.</p>	<p>Privacy, consent, respect, appropriate, inappropriate, digital footprint, allowed, permission.</p> <p>Manage, passwords, shared, lost, stolen, update, content, targets, illegally, scams, phishing, privacy, suspicious, genuine.</p>	<p>Identify, evaluate, representation, stereotype, inclusivity, CEOP, Childline.</p>
SMSC	<p>This unit of work links to social skills in expressing and communicating how they want to be seen and perceived by others when online. The moral aspect of being responsible digital citizens when sharing our work and information online; and the moral implications of false information or 'fake news'. Cultural themes are explored through the children having the opportunity to investigate a variety of websites and apps that promote culture which can be used online to access information; Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely.</p>	<p>This unit of work links to social skills in exploring online communications between friendships and how to deal with unkind online behaviours. It also provides an opportunity to discuss strategies for dealing with online bullying. The moral aspect is explored about what is and is not appropriate online behaviours and how we should treat others when working online. Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely and what online bullying might feel like if we experience it.</p>	<p>This unit of work links to social skills in ensuring we do not claim the work of others but correctly name our work or attribute the contributions of our peers. The moral aspect of being honest and responsible digital citizens by not claiming someone else's work as our own as this is plagiarism and not honest. Cultural themes are explored through the children having the opportunity to use digital devices and going online to search and create their own online work to share with others. Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely and how we feel when we share our work online and look at the work of others online.</p>	<p>This unit of work links to social skills in expressing and communicating how they want to be seen and perceived by others when online. The moral aspect of not always being online but engaging with people on a personal level, and the moral aspect of following rules when using devices and going online. Cultural themes are explored through the children have the promotion of children understanding that technology is a tool, and that it is important to still take the opportunity to explore other activities beyond their devices such as painting, drawing, writing, playing music, reading etc. Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely and a reminder of the importance of expressing oneself creatively beyond just using digital devices.</p>	<p>This unit of work links to social skills in expressing, communicating and engaging with other people through online relationships and friendships. The moral aspect of being responsible digital citizens when interacting with people online in a polite, courteous manner and the importance of protecting our information and passwords from those who might intend harm online. Cultural themes are explored as the children investigate a variety of websites and apps that promote culture which can be used online to access information; Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely.</p>	<p>This unit of work links to social skills in expressing and communicating how they want to be seen and perceived by others when online. The moral aspect of being responsible digital citizens who are kind and respectful and do not use the internet to upset or hurt others' feelings. Cultural themes are explored as the children investigate a variety of websites and apps that promote culture which can be used online to access information; Children's spiritual wellbeing is developed by providing the opportunity to express our ideas, feelings, emotions and interests about exploring the online world safely.</p>