THE WELLDON PARK ACADEMY
Striving Together To Be All We Can Be

E-Safety Overview

To be covered in computing lesson starters, PSHE and Character afternoons.

	1	2	3
Strand	**Self-Image & Identity** **Online Relationships** **Online Reputation**	**Online Bullying** **Managing Online Information** **Health, Well-Being & Lifestyle**	**Privacy & Security** **Copyright & Ownership**
OBJECTIVES EYFS	• I can recognise that I can say 'no', 'please stop', 'I'll tell', 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. • I can explain how this could be either in real life or online. • I can recognise some ways in which the internet can be used to communicate. • I can give examples of how (I might) use this technology to communicate with people I know. • I can identify ways that I can put information on the internet.	• I can describe ways that some people can be unkind online. • I can offer examples of how this can make others feel. • I can talk about how I can use the internet to find things out. • I can identify devices I could use to access information on the internet. • I can give simple examples of how to find information (e.g. search engine, voice activated searching) • I can identify rules that help keep us safe and healthy in and beyond the home when using technology.	• I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) • I can describe the people I can trust and can share this with; I can explain why I can trust them. • I know that work I create belongs to me. • I can name my work so that others know it belongs to me.

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OBJECTIVES YEAR 1	• I can recognise that there may be people online who could make me 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. • I can use the internet with adult support to communicate with people I know. • I can explain why it is important to be considerate and kind to people online. • 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.	• I can describe how to behave online in ways that do not upset others and can give examples. • I can use the internet to find things out. • I can use simple keywords in search engines. • I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened. • I can explain rules to keep us safe when we are using technology both in and beyond home. • I can give examples of some of these rules.	• I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). • I can explain why I should always ask a trusted adult before I share any information about myself online. • I can explain why passwords can be used to protect information and devices. • I can explain why work I create using technology belongs to me. • I can say why it belongs to me (e.g. "It is my idea" / "I designed it") • I can save my work so that others know it belongs to me (e.g. filename, name on content)

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OBJECTIVES YEAR 2	• I can explain how other people identify online can be different to their identity in real life. • I can describe ways in which people might make themselves look different online. • I can give examples of online issue that might make me feel sad, worried, uncomfortable or frightened. I can give examples of how I might get help. • I can use the internet to understand how people communicate with people they don't know well (e.g. email a penpal in another school/country) • I can give examples of how I might use technology to communicate with others I don't know well. • I can explain how information put online about me can last for a long time. • I know who to talk to if I think someone has made a mistake about putting something online.	• I can give examples of bullying behaviour and how it could look online. • I understand how bullying can make someone feel. • I can talk about how someone can/would get help about being bullied online or offline. • I can use keywords in search engines. • I can demonstrate how to navigate a simple webpage to get 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 (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 true. • I can explain simple guidance for using technology in different environments and settings. • I can say how those rules/guides can help me.	• I can describe and explain some rules for keeping my information private. • I can explain what passwords are and can use passwords for my accounts and devices. • I can explain how many devices in my home could be connected to the internet and can list some of those devices. • I can describe why other people's work belongs to them. • I can recognise that content on the internet may belong to other people.

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OBJECTIVES YEAR 3	• I can explain what is meant by the term 'identity' • I can explain how I can represent myself in different ways online • I can explain ways in which and why I might change my identity online depending on what I am doing online. • I can describe ways people who have similar likes and interests can get together online. • I can explain some risks of communicating online with others I don't know well. • I can explain what it means to 'know someone' online and why this may be different from knowing them in real life. • I can explain why I should be careful who I trust online and what information I trust them with. • I can explain what is meant by 'trusting someone online' and I can explain why this is different to 'liking someone online' • I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. • I can search for information about myself online. • I can recognise I need to be careful before I share anything about myself or others online. • I know who I should ask if I am not sure if I should put something online.	• I can explain what bullying is and can describe how people may bully others • I can describe rules about how to behave online and how I follow them. • I can use key phrases in search engines. • I can explain the difference between a belief, an opinion and a fact. • I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).	• I can give reasons why I should only share information with people I choose to and can trust. I can explain what if I am not sure of feel pressured I should ask a trusted adult. • I can understand and can give reasons why passwords are important. • I can describe simple strategies for creating and keeping passwords private. • I can describe how connected devices can collect and share my information with others. • I can explain why copying someone else's work from the internet without permission can cause problems. • I can give examples of what these problems might be.

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OBJECTIVES YEAR 4	• I can explain how my online identity can be different to the identity I present in real life. • Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. • I can give examples of how to be respectful to others online. • I can describe how others can find out information about me by looking online. • I can explain ways that some of the information about me online could have been created, copied or shared by others.	• I can identify some online technologies where bullying might take place. • I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). • I can describe how I can search for information within a wide group of technologies (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. • I can explain that some people I 'meet online' may be computer programmes pretending to be real people. • I can explain how using technology can distract me from other things I might do or should be doing. • I can identify times or situations when I might need to limit the amount of time I use technology and suggest strategies to help me with this.	• I can explain what a strong password is and describe strategies for keeping my personal information private, depending on context. • I can explain that internet use is never fully private and is monitored e.g. adult supervision. • 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.

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OBJECTIVES YEAR 5	• I can explain how identify online can be copied, modified or altered. • I can demonstrate responsible choices about my online identity; depending on context. • I can explain that there are some people who 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. • I can describe some of the communities in which I am involved and describe how I collaborate with others positively. • I can search for information about an individual online and create a summary report of the information I find. • I can describe ways that information about people online can be used by others to make judgements about an individual.	• I can recognise when someone is upset, hurt or angry online. • I can describe how to get help for someone that is being bullied online and assess when I ned to do or say something or tell someone. • I can explain how I would report online bullying on the apps and platforms that I use. • I can describe the helpline services who can support me and what I would say and do if I needed their help e.g. Childline. • I can explain how to block abusive users. • I can explain what is meant by 'being sceptical'. I can give some examples of when and why it is important to be sceptical. • I can explain what is meant by a hoax. I can explain why I need to think carefully before I forward anything online. • I can explain why some information I find online may not be honest, accurate or legal. • 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 (accident or on purpose) • I can describe ways technology can affect healthy sleep and can describe some of the issues. • I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.	• I can create and use strong and secure passwords. • 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. • I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. • 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.

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OBJECTIVES YEAR 6	• I can describe ways in which media can shape ideas about gender. • I can identify messages about gender roles and make judgements based on them. • I can challenge and explain why it is important to reject inappropriate messages about gender online. • I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. • I can explain why I should keep asking until I get the help I need. • I can explain how sharing something online may have an impact either positively or negatively • I can explain how sharing something online may have an impact either positively or negatively • I can describe how things shared privately online can have unintended consequences for others e.g. screen grab. • I can explain that taking/sharing inappropriate images of someone may have an impact for the sharer and others; and who can help if someone is worried about this. • I can explain how I am developing an online reputation which will allow other people to form an opinion of me. • I can describe some simple ways that help build a positive online reputation.	• I can use search technologies effectively. • I can explain how search engines work and how results are selected and ranked. • I can demonstrate the strategies I would apply to be discerning in evaluating digital content. • 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. • I can demonstrate strategies to enable me to analyse and evaluate the validity of facts and I can explain why using these strategies are important. • I can identify and flag inappropriate content. • I can define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how I might encounter these online e.g. advertising and ad-targeting. • 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 my health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).	• I use different passwords for a range of online services. • I can describe effective strategies for managing those passwords. • I know what to do if my password is 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 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.