

Linking the resource: Education for a Connected World-2020 Edition

This resource has been recommended by KCSIE 2022 and has been produced by the UK Council for Internet Safety.

- Currently we use the DFE Teach Computing to teach our Computing Curriculum.
- We follow the DCC PSHCE matters for our PSHCE curriculum supplemented with Services for Education for our sex education and Stonewall resources for LGBTQ+ and the differences between families.
- We will use Project EVOLVE to cover the areas in which the learning outcomes from Education for a Connected World do not fit into our current curriculum. We have created a Long-Term Plan to identify where these will fit in, including the use of E-Safety Day, which is run every year to high-light the importance of online safety.

Below is where the learning outcomes currently fit in with our PSHCE and Computing curriculum as well as the long-term plan for E-safety and Antibullying Days in school.

E- safety day Long Term Plan 2022-2024

Year	Year 3/4	Y5/6
A	<ul style="list-style-type: none">• Review the Child's IT Acceptable Use Policy.• Project Evolve: Online relationships and Managing Online Information Year 3 and 4 content.	<ul style="list-style-type: none">• Review the Child's IT Acceptable Use Policy.• Project Evolve: Online relationships and Managing Online Information Y5 and 6 content.
B	<ul style="list-style-type: none">• Review the Child's IT Acceptable Use Policy.• Project Evolve: Online reputation and Privacy and security.	<ul style="list-style-type: none">• Review the Child's IT Acceptable Use Policy.• Project Evolve: Online reputation and Privacy and security.

Antibullying Week Long Term Plan 2022-2024

Year	Year 3/4	Y5/6
A	<ul style="list-style-type: none">• Review the Child's Antibullying policy and how to stay safe in school.• Identify where they feel safe in school.• Use Project Evolve: Online bullying Year 3 and 4 content.	<ul style="list-style-type: none">• Review the Child's Antibullying policy and how to stay safe in school• Identify where they feel safe in school.• Use Project Evolve: Online bullying Year 3 and 4 content.
B	<ul style="list-style-type: none">• Wear Odd Socks.• Review the Child's Antibullying policy.• Identify where they feel safe in school.• Antibullying content on the website• Use of the It's just a joke resources	<ul style="list-style-type: none">• Wear Odd Socks.• Review the Child's Antibullying policy.• Identify where they feel safe in school.• Antibullying content on the website• Use of the It's just a joke resources

Aspects of online learning	Where it is covered in the curriculum.
Self-image and identity	Covered through: Computing- Year 3 and 4 (Year B The internet and Photo editing) PSHCE – All years Being Safe and Bullying
Online relationships	Some PSHCE- Being Safe Year 5/6 <u>Covered on E-safety Day through Project Evolve</u> <i>Year 3/4 Year A- Year 3 and 4</i> <i>Year 5/6 Year A- Year 5 and 6</i>
Online reputation	<u>Covered on E-safety Day through Project Evolve</u> <i>Year 3/4 Year B- Year 3 and 4</i> <i>Year 5/6 Year B- Year 5 and 6</i>
Online bullying	Covered completely through: Antibullying week in November every year A and use Antibullying Week resources in Year B. PSHCE - Bullying units for all year groups
Managing online information	Computing – The Internet Year 3/4 Year B <u>Covered on E-safety Day</u> <i>Year 3/4 Year A- Year 3 and 4</i> <i>Year 5/6 Year A- Year 5 and 6</i>
Health, wellbeing and lifestyle	Covered completely through: PSHCE – Being Healthy and Being safe Year 5 and 6.
Privacy and security	<u>Covered on E-safety Day</u> <i>Year 3/4 Year B – Year 3 and 4 content</i> <i>Year 5/6 Year B- Year 5 and 6 content</i>
Copyright and ownership	Covered completely through: Computing – The Internet Y3/4.

Self-image and identity	PSHCE Curriculum	Computing Curriculum
I can explain what is meant by the term 'identity'.		Photo editing Y3/4 Year B
I can explain how people can represent themselves in different ways online.		Photo editing Y3/4 Year B
I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.		Photo editing Y3/4 Year B
I can explain how my online identity can be different to my off-line identity.		The Internet Year 3/4 Year B
I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.		Photo editing Y3/4 Year B
I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.		Computer Networks Y3/4 Year B
I can explain how identity online can be copied, modified or altered.	Being Safe Y3/4	Photo editing Y3/4 Year B
I can demonstrate how to make responsible choices about having an online identity, depending on context.	Being safe Year 5/6	
I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online	Being safe Year 5/6	
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.	Being safe Year 5/6	
I can explain the importance of asking until I get the help needed	Bullying Year 5/6	

**** Using Project Evolve resources though E-safety day. Year A ****

Online relationships	PSHCE Curriculum	Computing Curriculum	Project Evolve
I can describe ways people who have similar likes and interests can get together online.			Year A – E-safety Day- Year 3/4
I can explain what it means to ‘know someone’ online and why this might be different from knowing someone offline.			Year A – E-safety Day- Year 3/4
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			Year A – E-safety Day- Year 3/4
I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.			Year A – E-safety Day- Year 3/4
I can explain how someone’s feelings can be hurt by what is said or written online			Year A – E-safety Day- Year 3/4
I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.			Year A – E-safety Day- Year 3/4
I can describe strategies for safe and fun experiences in a range of social environments. (e.g streaming, gaming platforms)	Being Safe Y5/6		Year A – E-safety Day- Year 3/4
I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.			Year A – E-safety Day- Year 3/4
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.			Year A – E-safety Day- Year 3/4
I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs).			Year A – E-safety Day- Year 5/6
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.			Year A – E-safety Day- Year 5/6
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).			Year A – E-safety Day- Year 5/6

I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.			Year A – E-safety Day- Year 5/6
I can demonstrate how to support others (including those who are having difficulties) online			Year A – E-safety Day- Year 5/6
I can explain how sharing something online may have an impact either positively or negatively	Being Safe Y5/6		Year A – E-safety Day- Year 5/6
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.			Year A – E-safety Day- Year 5/6
I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.			Year A – E-safety Day- Year 5/6
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.	Being Safe Y5/6		Year A – E-safety Day- Year 5/6

**** Using Project Evolve resources through E-safety day. Year B ****

Online reputation	PSHCE Curriculum	Computing Curriculum	Project Evolve
I can explain how to search for information about others online.			Year B – E-safety Day- Year 3/4
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.			Year B – E-safety Day- Year 3/4
I can explain who someone can ask if they are unsure about putting something online.			Year B – E-safety Day- Year 3/4
I can describe how to find information about others by searching online.			Year B – E-safety Day- Year 3/4
I can explain ways that some of the information about anyone online could have been created, copied or shred by others.			Year B – E-safety Day- Year 3/4
I can search information about an individual online and summarise the information found.			Year B – E-safety Day- Year 5/6
I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these maybe incorrect			Year B – E-safety Day- Year 5/6
I can explain the ways in which anyone can develop a positive online reputation			Year B – E-safety Day- Year 5/6
I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity			Year B – E-safety Day- Year 5/6

** Also covered through Antibullying week. Year A using Project Evolve**

Online Bullying	PSHCE Curriculum	Computing Curriculum	Project Evolve
I can describe appropriate ways to behave towards other people online and why this is important.	Bullying matters Year 3/4		Year A – Antibullying Day- Year 3/4
I can give examples of how bullying behaviour could appear online and how someone can get support.	Bullying matters Year 3/4		Year A – Antibullying Day- Year 3/4
I can recognise when someone is upset, hurt or angry online.			Year A – Antibullying Day- Year 3/4
I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	Bullying matters Year 5/6		Year A – Antibullying Day- Year 3/4
I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation)			Year A – Antibullying Day- Year 3/4
I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	Bullying matters Year 5/6		Year A – Antibullying Day - Year 5/6
I can describe how what one person perceives as playful joking and teasing (including ‘banter’) might be experienced by others as bullying.	Bullying matters Year 5/6		Year A – Antibullying Day - Year 5/6
I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.	Bullying matters Year 3/4		Year A – Antibullying Day - Year 5/6
I can identify a range of ways to report concerns and access support both in school and at home about online bullying.			Year A – Antibullying Day - Year 5/6
I can explain how to block abusive users			Year A – Antibullying Day - Year 5/6
I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix)			Year A – Antibullying Day - Year 5/6
I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.			Year A – Antibullying Day - Year 5/6
I can explain how someone would report online bullying in different contexts.			Year A – Antibullying Day - Year 5/6

Managing online information	PSHCE Curriculum	Computing Curriculum	Project Evolve
I can demonstrate how to use key phrases in search engines to gather accurate information online.		The internet Year 3 /4 Year B	
I can explain what autocomplete is and how to choose the best suggestion		The internet Year 3 /4 Year B	
I can explain how the internet can be used to sell and buy things.		The internet Year 3 /4 Year B	
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		The internet Year 3 /4 Year B	
I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).		The internet Year 3 /4 Year B	
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.			Year A – E-safety Day- Year 3/4
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.			Year A – E-safety Day- Year 3/4
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).			Year A – E-safety Day- Year 3/4
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		Systems and searches Year 5/6	Year A – E-safety Day- Year 3/4
I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.			Year A – E-safety Day- Year 3/4
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			Year A – E-safety Day- Year 3/4
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.			Year A – E-safety Day- Year 3/4
I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result.		Systems and searches Year 5/6	Year A – E-safety Day- Year 5/6

I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.			Year A – E-safety Day- Year 5/6
I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.			Year A – E-safety Day- Year 5/6
I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence			Year A – E-safety Day- Year 5/6
I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.			Year A – E-safety Day- Year 5/6
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).			Year A – E-safety Day- Year 5/6
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.			Year A – E-safety Day- Year 5/6
I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.			Year A – E-safety Day- Year 5/6
I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share			Year A – E-safety Day- Year 5/6
I can explain how search engines work and how results are selected and ranked.		Systems and searches Year 5/6	Year A – E-safety Day- Year 5/6
I can explain how to use search technologies effectively.		Systems and searches Year 5/6	Year A – E-safety Day- Year 5/6
I can describe how some online information can be opinion and can offer examples.			Year A – E-safety Day- Year 5/6
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.			Year A – E-safety Day- Year 5/6
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).			Year A – E-safety Day- Year 5/6
I understand the concept of persuasive design and how it can be used to influences peoples' choices.			Year A – E-safety Day- Year 5/6
I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.			Year A – E-safety Day- Year 5/6
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.			Year A – E-safety Day- Year 5/6
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.			Year A – E-safety Day- Year 5/6

I can describe the difference between online misinformation and dis-information.			Year A – E-safety Day- Year 5/6
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).			Year A – E-safety Day- Year 5/6
I can identify, flag and report inappropriate content.			Year A – E-safety Day- Year 5/6

Health, Wellbeing and Lifestyle	PSHCE Curriculum	Computing Curriculum	Project Evolve
I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; 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).	Being healthy Year 5/6		
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).	Being Safe Year 5/6		
I can explain how using technology can be a distraction from other things, in both a positive and negative way.	Being healthy Year 5/6		
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.	Being healthy Year 5/6		
I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.	Being healthy Year 5/6		
I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.	Being healthy Year 5/6		
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.	Being healthy & Being Safe Year 5/6		
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.		Systems and searches year A Year 5/6	
I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.		Systems and searches year A Year 5/6	
I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.	Being healthy Year 5/6		
I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).	Being healthy Year 5/6		
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).	Being healthy & Being Safe Year 5/6		

Privacy and security	PSHCE Curriculum	Computing Curriculum	Project Evolve
I can describe simple strategies for creating and keeping passwords private.	Keeping safe Year 3/4		Year B – E-safety Day- Year 3/4
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.	Keeping safe Year 3/4		Year B – E-safety Day- Year 3/4
I can describe how connected devices can collect and share anyone’s information with others.			Year B – E-safety Day- Year 3/4
I can describe strategies for keeping personal information private, depending on context.	Keeping safe Year 3/4		Year B – E-safety Day- Year 3/4
I can explain that internet use is never fully private and is monitored, e.g. adult supervision.			Year B – E-safety Day- Year 3/4
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.			Year B – E-safety Day- Year 3/4
I know what the digital age of consent is and the impact this has on online services asking for consent.			Year B – E-safety Day- Year 3/4
I can explain what a strong password is and demonstrate how to create one			Year B – E-safety Day- Year 5/6
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.			Year B – E-safety Day- Year 5/6
I can explain what app permissions are and can give some examples.			Year B – E-safety Day- Year 5/6
I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).			Year B – E-safety Day- Year 5/6
I can explain what to do if a password is shared, lost or stolen.			Year B – E-safety Day- Year 5/6
I can describe how and why people should keep their software and apps up to date, e.g. auto updates.			Year B – E-safety Day- Year 5/6
I can describe simple ways to increase privacy on apps and services that provide privacy settings.			Year B – E-safety Day- Year 5/6
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).	Money matters Year 5/6		Year B – E-safety Day- Year 5/6
I know that online services have terms and conditions that govern their use			Year B – E-safety Day- Year 5/6

Copyright and ownership	PSHCE Curriculum	Computing Curriculum	Project Evolve
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.		The Internet Year 3/4	
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.		The Internet Year 3/4	
I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.		The Internet Year 3/4	
I can assess and justify when it is acceptable to use the work of others		The Internet Year 3/4	
I can give examples of content that is permitted to be reused and know how this content can be found online.		The Internet Year 3/4	
I can demonstrate the use of search tools to find and access online content which can be reused by others.		The Internet Year 3/4	
I can demonstrate how to make references to and acknowledge sources I have used from the internet.		The Internet Year 3/4	