

Burradon Community Primary School

E-Safety Long Term Plan (Digital Literacy)

Must be taught - part of RSE Scheme

| | Health, Lifestyle Wellbeing and Media Balance | Cyberbullying | Privacy and Security | Online Reputation, Self-Image and Identity | Relationships and Communication | Copyright and Ownership |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EYFS | <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 examples of the rules they have about using technology. - I can attempt to say why they are allowed or not allowed to do these things. - I can state what to do if they are worried or unsure about something online. | <ul style="list-style-type: none"> - I can describe specific examples/ ways people can be unkind online - I know what being 'unkind online' means and looks like - I understand that you can be unkind and kind to someone online - I can offer examples of how this can make others feel | <ul style="list-style-type: none"> - I can identify and name examples of their own personal information. - I can name people they trust and why. - I can describe who would be trustworthy to share this information with; I can explain why they are trusted. | <ul style="list-style-type: none"> - I know 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 give different examples of how to say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' - I can explain how this could be better to do in real life or online | <ul style="list-style-type: none"> - I can name some ways that members of my family talk to each other and other people using the internet - I can name an app, a piece of software or a technology that I use or could use to talk to people I know | <ul style="list-style-type: none"> - I know that work I create belongs to me. - I can understand the benefits of naming my electronic work. |
| Year 1 Completing PE Year 1 | <ul style="list-style-type: none"> - I can explain how 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 | <ul style="list-style-type: none"> - I can describe how to behave online in ways that do not upset others and can give examples. | <ul style="list-style-type: none"> - I can explain how 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 | <ul style="list-style-type: none"> - 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. | <ul style="list-style-type: none"> - 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. | <ul style="list-style-type: none"> - 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 or 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. |

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| | <p>online, belonging to myself or others.</p> <p>- I can explain rules to keep myself safe when using technology both in and beyond the home</p> | | <p>trusted adult before sharing any personal information online, belonging to myself or others.</p> | | <p>- 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>- I can recognise that information can stay online and could be copied.</p> <p>- I can describe what information I should not put online without asking a trusted adult first.</p> | |
| <p>Year 2 Completing PE Year 2</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 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 bullying can get help.</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 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>I can explain how other people may look and act differently online and offline.</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.</p> <p>I can explain how information put online about someone can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</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).</p> <p>I can explain who I should ask before sharing things about myself 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'. 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.</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</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> |

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| | | | | | <p>answers before sharing something about them online.</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online</p> | |
| <p>Year 3 Completing PE Year 3</p> | <p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged</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 to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</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 could appear online and how someone can get support.</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 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.</p> <p>I can describe how connected devices can collect and share anyone's information with others.</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 themselves online. 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>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 change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</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 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>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 online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</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.</p> |
| <p>Year 4/5</p> | <p>I can describe common systems that regulate age-related content (e.g. PEGI)</p> | <p>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to</p> | <p>I can describe effective ways people can manage passwords</p> | <p>I can explain the ways in which anyone can develop a positive online reputation.</p> | <p>I can explain how sharing something online may have an</p> | <p>I can demonstrate the use of search tools to find and access</p> |

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| <p>Completing PE Year 6</p> | <p>BBFC, parental warnings) and describe their purpose.</p> <p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>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> | <p>share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p> | <p>(e.g. storing them securely or saving them in the browser).</p> <p>I can explain what to do if a password is shared, lost or stolen.</p> <p>I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>- 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).</p> <p>I know that online services have terms and conditions that govern their use.</p> | <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p> <p>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</p> <p>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.</p> <p>I can explain the importance of asking until I get the help needed.</p> | <p>impact either positively or negatively</p> <p>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.</p> <p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>- 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.</p> | <p>online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p> |
| <p>Year 5/6 Completing PE Year 6</p> | <p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> | <p>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p> | <p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p> <p>I can explain what to do if a password is shared, lost or stolen.</p> <p>I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</p> | <p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p> <p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is</p> | <p>I can explain how sharing something online may have an impact either positively or negatively</p> <p>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.</p> <p>I can describe how things shared privately online can have</p> | <p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p> |

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| | <p>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> | | <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>- 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).</p> <p>I know that online services have terms and conditions that govern their use.</p> | <p>important to challenge and reject inappropriate representations online</p> <p>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.</p> <p>I can explain the importance of asking until I get the help needed.</p> | <p>unintended consequences for others. e.g. screen-grabs.</p> <p>- 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.</p> | |
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