

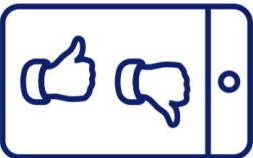















8 Big E-Safety Ideas

 <p>Self-image and identity</p> <p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes.</p> <p>It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>	 <p>Online relationships</p> <p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>	 <p>Online reputation</p> <p>This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p>	 <p>Online bullying</p> <p>This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>
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Online Safety Curriculum Map









		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Key vocabulary from the 'Education for a Connected World' are highlighted in red						
Online Safety	Self-Image and Identity/Copyright and ownership							
		Autumn 1	<ul style="list-style-type: none"> - I can recognise online or offline that I can say 'no', 'please stop' and if someone makes me feel sad, uncomfortable, embarrassed or upset - I know that work I create belongs to me - I can name my work so that others know it belongs to me 	<ul style="list-style-type: none"> - I can recognise that there may be people online who could make someone feel sad, embarrassed or upset - I can give examples of when and how to speak to adults I can trust and how they can help if something happens that makes me feel sad, worried, uncomfortable or frightened - 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) - I understand that work created by others does not belong to me even if I save a copy 	<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 people feel sad, worried, uncomfortable or frightened - I can give examples of how they might get help - I can recognise that content on the internet may belong to other people - I can describe why other people's work belongs to them 	<ul style="list-style-type: none"> - I can explain what is meant by the word 'identity' - I can explain how people can represent themselves in different ways online - 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 - 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 	<ul style="list-style-type: none"> - I can explain how my online identity can be different to 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 can suggest reasons why they might do this - When searching online 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 examples of content I must not use without permission e.g. music, images, videos 	<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 - I can assess and justify when it is acceptable to use the work of the others - I can give examples of content that is permitted to be reused and know how this content can be found online

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Every child deserves to be the best they can be



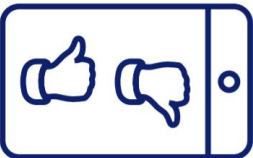





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in-app purchases, pop ups) and can recognise some of these when they appear online - I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true - I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits/risks are - I can explain what is meant by fake news and why people might create this 	<ul style="list-style-type: none"> - 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 aim presented with e.g. voice activated searching giving one result - I can explain what is meant by 'being sceptical' and 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 e.g. 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 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 	<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' 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 terms such as 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising, ad targeting and fake news). - I understand the concept of persuasive design and how it can be used to influence peoples' choices. - I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser) - I can explain what to do if my password is shared, lost or stolen - I can describe how and why people should keep
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						<ul style="list-style-type: none"> - I can describe strategies for keeping personal information private - 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 what the digital age of consent is and the impact this has on online services 	<p>information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation, with others)</p> <ul style="list-style-type: none"> - I can explain what app permissions are and can give some examples 	<p>their software and apps up to date e.g. auto updates</p> <ul style="list-style-type: none"> - 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
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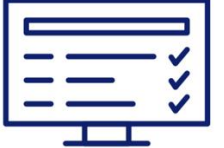



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Online Safety</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Health, Wellbeing and Lifestyle</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</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 simple examples of these rules 	<ul style="list-style-type: none"> - I can explain rules to keep myself safe when using technology both in and beyond the home 	<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 spaces and the home environment. - I can say how those rules/guides can help anyone accessing online technologies 	<ul style="list-style-type: none"> - 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 examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g., homework, games, films, videos) - 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 websites) 	<ul style="list-style-type: none"> - I can explain how using technology can be a distraction from other things, in both a positive and negative way. - 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 	<ul style="list-style-type: none"> - I can describe ways technology can affect health and well-being both positively (e.g., mindfulness apps) and negatively. - I can describe some strategies, tips, or advice to promote health and well-being with regards to technology - 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, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing 	<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/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)
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Glossary	
EYFS / KS1	KS2

8 Big E-Safety Ideas









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Online Safety Assemblies

App permissions	When apps are downloaded the user grants certain permissions of data and information that the app is able to access. This could include access to location, camera, microphone, browsing history, contact list etc. Some are legitimate and an app will need access in order to function correctly, others less so and will be more about the acquisition of data. Users are very often unaware of the permissions that they have granted.
Avatar	An icon, cartoon or image to represent a user online on social media, in video games or other services.
Chat	Informal communication online which can be found across different services such as social media, gaming and video sharing platforms. It can be a direct message to one person or multiple people in a group chat.
Comments	A way of responding to content posted online usually found directly underneath the content itself.
Cyberbullying	The use of electronic communication to bully, exclude or intimidate someone. It can be direct forms of communication or indirection 'mentions' online which someone perceives to be aimed at them.
Digital age of consent	This is the minimum age that children can provide their own consent to the processing of their data. The UK has set this age as 13.
Disinformation	Inaccurate information deliberately distributed and intended to confuse, mislead or influence.
Emoji	A small image or icon used to convey an idea, item or emotion. These are sent instead of or alongside messages written in text on messaging services and social media.
Fake profiles	Online accounts created to look like they are from a known and reputable source.
Helpline services	Online or telephone-based services providing help and support e.g. Childline or The Mix for young people, and the NSPCC helpline and the Professionals Online Safety Helpline for adults.
In-app purchases	The purchase of additional content or services within an app or game often by using real money but sometimes in exchange for in-game money.
Memes	An image, video, piece of text, etc., typically humorous in nature, that is copied and spread rapidly by Internet users, often with slight variations (see also GIFs).
Online identity	A social identity that an internet user establishes in online communities and websites.

Adware	Software which automatically displays or downloads advertising material such as banners or pop-ups when a user is online. Designed to generate advertising revenue.
Adware blockers	Software which will stop or block unwanted banner ads or pop-ups from appearing. Some of these adware blockers are available as browser plug-ins. (See also pop-up blockers)
Ad targeting	The term covers a range of strategies used by companies to make ads more visible. This includes consideration about where on the page an ad is placed in order to get maximum visibility or clickability as well as basing the placements of ads on a user's behaviour, profile data (e.g. gender, age, location) or purchasing history etc. Ads are targeted to audiences with specific traits.
Age verification	Age verification mechanisms allow the age of a customer or service user to be checked by the service provider using sources such as credit cards, birth records etc.
AI (artificial intelligence)	Computer programmes which can think, learn, make decisions, solve problems and mimic human cognition meaning they are able to perform tasks such as visual perception, speech recognition, decision-making, and translation between languages.
Anonymity	This describes situations where a person's true identity is unknown. This is often achieved by adopting pseudonyms or omitting identifiable information from an online presence.

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AR (augmented reality)	A technology which superimposes a computer-generated image over a user's real view of the world, thus providing a composite view.
Autocomplete	A feature in which an application predicts the word or words a user is typing.
Avatar	An icon, cartoon or image to represent a user online on social media, in video games or other services.
Banter	A term describing intended jovial teasing or talk amongst friends, it has the effect of creating a bond among the group. Much banter is good-natured but when banter comes into contact with the outside world, including online, those not in the group, unaware of the permissive bond between members, can only take what's being 'said' at face value. Statements that participants consider as being in jest can sound hostile, derogatory, racist. Online, without the benefit of facial expressions, body language, tone of voice and context things can easily be misinterpreted. There is a risk that bullying behaviour can be excused as 'banter'.
BBFC (British Board of Film Classification)	UK organisation charged with rating and classifying film and other forms of media in terms of age and content.
Biometrics	Metrics related to human characteristics, e.g. finger prints, facial recognition, iris / retina recognition. Biometric authentication (or realistic authentication) is used in computer science as a form of identification and access control. It is also used to identify individuals in groups under surveillance.
'Brand you'	This refers to the way you choose to portray yourself online including conscious decisions to keep all content shared of a similar look and feel. This is often driven by the desire to gain more likes, follows or comments or even for commercial gain.

Filters

A form of editing used on social media and editing apps to make photos and images appear more glossy and achieve a more desired look and feel.









Pop-ups

A form of online advertising usually commercial in nature, but can also be linked to malware, viruses and pornography. Content "pops up" on screen in a second window; can be managed and limited through browser settings or third party malware apps.

Search engine









A programme, script or tool which searches the internet for information, images or material based on keywords or content

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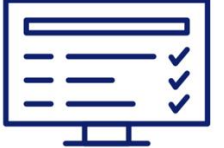



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False context	When genuine content is shared with false contextual information, e.g. date, location, event or motivation.																														
Fair dealing	A legal term used to establish whether a use of copyright material is lawful or whether it infringes copyright. There is no statutory definition of fair dealing – it will always be a matter of fact, degree and impression in each case. The question to be asked is: how would a fair-minded and honest person have dealt with the work?																														
Fake news	Fake news is a form of news consisting of deliberate disinformation or hoaxes spread via traditional news media or online social media (See also hoax and disinformation).																														
Fake profiles	Online accounts created to look like they are from a known and reputable source.																														
Filters	A form of editing used on social media and editing apps to make photos and images appear more glossy and achieve a more desired look and feel.																														

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